THE MAGAZINE OF
BETTER SCHOOL
ADMINISTRATION



The Nation's Schools

OCTOBER 1950

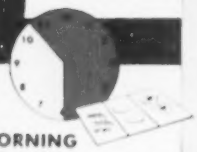
Education for citizenship • Why not eliminate contests in music, art and speech? • Abuses in Kelso investigated • Developmental education • Three new high schools • Cooperative A-V program for rural areas

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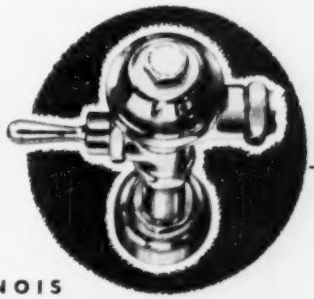
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AMONG THE AUTHORS



S. E. Dimond

About the time STANLEY E. DIMOND began outlining some conclusions about Detroit's citizenship education study (*p. 51*), a friend of his accepted a new position as a superintendent of schools. And so Mr. Dimond found himself writing the article as a letter of advice to this friend. Mr. Dimond has been director of the Detroit citizenship education study since 1944 and divisional director of the Detroit schools department of social studies since 1946. Previously he was a teacher in the high school at Monmouth, Ill., head of the social studies department of the Redford High School in Detroit, and supervisor of the department of social studies of the Detroit public schools. In addition to his work for the public schools, Mr. Dimond was associate professor of education at Wayne University from 1937 to 1944 and professor of education from 1944 to 1946. Beginning September 25, he will be professor of education at the University of Michigan, working especially with the secondary school curriculum.

Their airplane trip to Washington, D.C., was an important part of the education of students enrolled in American government classes at Port Huron, Mich., believes SUPT. HOWARD D. CRULL (*p. 65*). Before he accepted his present position in 1941, Mr. Crull was a teacher, then in intermediate and elementary school principal, and finally superintendent of schools at Birmingham, Mich. TED B. SOUTHERLAND taught the government class whose members suggested the trip to the national capital. He also is the boys' counselor at Port Huron High School. Previously he was high school principal at Deckerville, Mich., superintendent of schools at Au Gres and Lexington, Mich., and dean of men at Hillsdale College, Hillsdale, Mich.

Industrial education students in the high school at Tyler, Tex., gained some actual work experience and learned a great deal about working with others last year when they built a house. H. M. LAFFERTY, professor of education at East State Teachers College, Commerce, Tex., tells (*p. 45*) about Tyler's experiment. Mr. Lafferty was an instructor in the Schreiner Institute at Kerrville, Tex., before accepting his present position in 1947. He was a visiting professor of education at the University of Michigan during the summer of 1948 and at Oklahoma A. & M. College during the summer of 1950.

HERBERT ERDMANN, administrative assistant to the superintendent of schools at Evansville, Ind., offers on page 43 some practical suggestions for organizing and publishing the superintendent's bulletin. Mr. Erdmann spent four years teaching social studies and English in the Elberfeld High School in Warrick County, Indiana, and six years as principal of that school before joining the Evansville faculty in 1939. He was a social studies teacher and coordinator of veterans' education before he was given his present assignment.

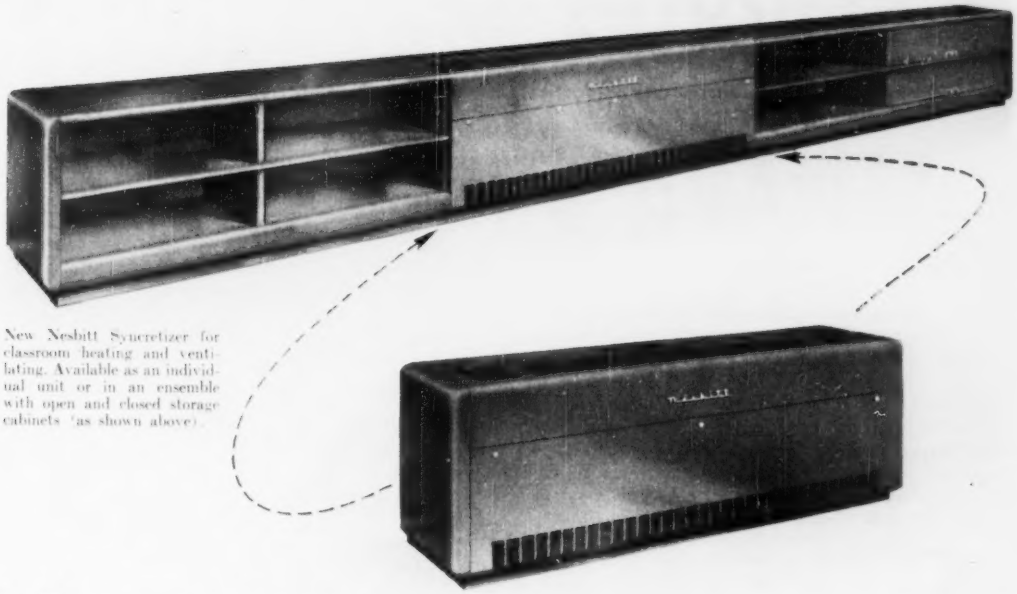
MARTIN S. MILLER, a member of the committee that investigated conditions in the schools at Kelso, Wash., tells on page 42 about the investigation. Mr. Miller is superintendent of Thurston County schools with offices in Olympia, Wash. Local, state and national education associations cooperated at Kelso. The chairman of the committee, Orville C. Pratt, former superintendent of schools at Spokane, Wash., served on the N.E.A. committee that investigated school administration controversies in New York City and Chicago.

When the 29 first graders at Luverne, Minn., came to something unfamiliar in their classwork, they took a trip to learn more about the subject, whether it was a dentist's office or a train. Their teacher, LEONE D. CUMMINGS, explains on page 57 how to help children learn by experience. Mrs. Cummings formerly taught at Pipestone, Minn., St. Nicholas School for Girls at Seattle, Annie Wright Seminary at Tacoma, Wash., and Iola, Wis. She went to Luverne in 1949. Mrs. Cummings has spent four summers as a counselor and two summers as recreational director of Camp Wells, Big Lake, Minn. She also is interested in working with brownie girl scouts.



L. B. Fisher

A "different emphasis" in the teaching of art, music and speech has been urged by the contest committee of the North Central Association of Colleges and Secondary Schools. The committee's report is discussed by the chairman of the group, LOWELL B. FISHER, on page 54. Mr. Fisher is associate professor of education and executive secretary of the committee on admissions from secondary schools at the University of Illinois and state chairman of the North Central Association. Formerly he was head of the English department at the high school at LaHarpe, Ill., superintendent of schools at Colusa, Ill., superintendent of Mendon Township High School, Mendon, Ill., and assistant high school visitor for the University of Illinois. Mr. Fisher likes to take a busman's holiday by writing for education journals and giving speeches, but he devotes some of his spare time to photography, gardening and the reproduction in mahogany of museum pieces of Eighteenth Century furniture.



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Roving Reporter

Students Enthusiastic About "Practical Chemistry" . . . Severely Handicapped Children Rehabilitated in Polish Center . . . Schools Conduct Special Program for Hard-of-Hearing . . . Seniors Offered Experience as Hospital "Nurses"

ENROLLMENT IN CHEMISTRY classes in the Patti Welder High School at Victoria, Tex., has more than doubled since the school began teaching "practical chemistry" several years ago.

The course includes an initial few weeks of conventional study and laboratory experiments. Students make oxygen and study water of crystallization and hydrogen to get the "feel" of chemical apparatus. Then they prepare



such materials as mosquito repellents, furniture wax, shoe polish, tooth powder, lipstick and fingernail polish. Making chemical compounds that can be put to immediate use helps the students see the practical value of chemistry and become more interested in both study and laboratory work, faculty members think.

ABOUT 50 CHILDREN, all of them severely handicapped and many of them attending school for the first time, are living in the Swiebodzin Center for Crippled Children in Poland.

Many of them lost arms or legs as a result of war injuries. Others, disabled by crippling diseases or congenital deformities, never have had medical care. Purpose of the center is to restore crippled children physically, mentally and socially.

At Swiebodzin the children are given surgical care by specialists at the University of Poznan. The center offers the boys and girls special facilities for schooling, rehabilitation training, and social development. It has miniature steps, ramps, curbs and parallel bars for rehabilitation exercises. The small gymnasium and athletic field were designed to meet the special needs of handicapped children.

The youngsters maintain their own self-government, elect their own officers, and direct their own activities. They do as much as they can; useful work is part of their rehabilitation. When Swiebodzin Center set up the first outdoor camp for disabled children in Poland, the young patients dredged part of a reed filled lake, built a swimming pool, pitched their tents, and spent several weeks living in the open air.

Located in an old Catholic hospital, the center is partly supported by Caritas, one of Poland's oldest voluntary agencies. The Polish Ministry of Health furnishes medical care for the children, and the Ministry of Education supplies teachers.

SINCE AN INTENSIVE hearing conservation program revealed that a number of their students are hard-of-hearing, the schools at Barberton, Ohio, have been conducting a special program for such students.

They attend classes in regular grades, but they also spend one or two periods each day in hard-of-hearing classes. There they concentrate on speech reading, speech correction (if a child's hearing loss has caused a speech difficulty), acoustic training, and, if necessary, tutoring.

A soundproof booth has been erected in a corner of the hearing conservation classroom. Built almost to the ceiling of the room, it is 5 feet wide. Across the front of the booth is a window 5 feet wide and 3 feet high.

The teacher or a child stands inside the booth and speaks, while the "listeners" in the classroom read his lips through the window. The speaker talks normally so that there is no distortion of lip movements as there may be when a person attempts to form words with his lips without speaking



them aloud. The booth also is used for audiometric testing.

Hearing aids are fitted to those children who need them, and then the children are taught to hear with the aids, a lengthy process sometimes.

Twenty-two children in Grades 1 to 11 were helped by the conservation program last year. Approximately 1000 attend the Barberton schools.

THE HIGH SCHOOL and the hospital at Rockland, Me., have combined to offer interested senior girls some experience as "nurses."

The girls are dismissed from school one afternoon to make a tour of the hospital. They are divided into small groups, given name plates and an escort, and taken through the entire hospital. Workers explain details of hospital operation.

Then the students may volunteer for a six-week period of work experience. They work one or two hours a week, feeding patients, fixing flowers, making beds, working in the diet kitchen, carrying messages, and answering bells. One advantage of this program is that the girls learn about nonnursing as well as nursing jobs in hospitals.

At the end of the six-week period the girls who have been regular in their attendance and work are given certificates. Some of those definitely planning to enter nurses' training are allowed to stay on for further experience if they wish.

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Questions and Answers

Supervising Playground Activities

How can we interest elementary teachers in supervising playground activities?—A.A.K., Tex.

If elementary teachers are to have their interest in supervising playground activities aroused, it is important to take time in teachers' meetings for teachers to discuss the educational values of these activities. In fact, they should be given guidance in studying some of the fine professional literature regarding playground activities. Then they will be in a position to plan cooperatively a program that will involve some of the recess periods and some of the play periods preceding the morning and afternoon school sessions. The emphasis in supervision is on educational values for the children, opportunities for teachers to study them at play, and assurance that children are under the protection of teachers at all times they are in school.—GEORGE C. KYTE, *professor of education, University of California.*

Locking Buildings

How can we keep our school buildings locked up properly and still allow teachers and students full and free use of them?—E.L.W., N.Y.

The question suggests that the buildings are used after custodians' working hours. This situation results as working conditions for custodians are improved. The 40 hour week for non-instructional workers has already been adopted in a large number of urban districts. In larger buildings, the problem is readily solved by staggering the working hours of staff members; some workers report for duty in the early morning, while others are assigned to late afternoon and evening duty. Then most of the cleaning can be done outside of school time. I assume that the presence of a custodian in a building results in building security.

When staggering of assignments is not feasible, responsibility is commonly placed upon teachers and other responsible persons for the safety of the building when it is left in their charge. Keys are entrusted to such persons only for specific meetings and must be promptly returned after the meetings. Sometimes written instructions accompany the issuance of a key, pointing out the seriousness of the responsibility for important and expensive public property that a person accepts when he takes a key.—EDWIN F. NELSON, *assistant superintendent in charge of business affairs, Hartford, Conn.*

Paying Substitute Teachers

Please suggest a plan for providing substitutes when regular teachers are absent from school. What pay is allowed for this work?—E.C.P., Okla.

Such a plan was described in the article, "Give the Substitute Teacher a Break—and avoid those administrative headaches," in The NATION'S SCHOOLS for March 1950, page 37. It tells how San Carlos, Calif., acquaints a substitute teacher with the total educational program.

Substitute's pay for a full day is $10, for a half day $5, advises Ruth W. Melendy, superintendent at San Carlos, one of the authors of the article.—A. H. R.

Is Contract Legal?

Can a teacher's contract signed only by the superintendent of schools and the employed party be considered legal in court, provided the superintendent had been given authority to act in such cases?—M.P.F., Kan.

Yes, provided the minutes of a meeting of the board of education show the election of the teacher. The board may not delegate complete authority to employ.—W. A. STACEY, *assistant state superintendent of public instruction, Topeka, Kan.*

Starting a Library

How can one get a public library started in a town of 800 to 1000?—A.B., Iowa.

Write to the state library extension agency at the state capital for information and advice. In Iowa contact the state traveling library, Blanche A. Smith, librarian, Historical Building, Des Moines 19. (For names and addresses of other state agencies write to the American Library Association, 50 East Huron, Chicago 11.)

Study the material sent until you are familiar with the procedure under the state laws and with the types of libraries that have provided the best service. Interest key people and/or an outstanding organization in the project. Visit a good library. With the help of the state library's field librarian work out a clear-cut plan, with a tentative budget. Choose a small committee to be the key group; be sure the chairman of the group is interested and is the type of person who will get things done.

When sufficient community interest has been aroused, approach the governing body of the area to be served with a request for public funds. Public library service is a governmental responsibility. Be sure a large delegation attends the meeting at which the request is presented but have the leaders present the request, with representatives of other groups prepared to name their organizations and their endorsement of the project. When the governing body forms the library, with funds to operate it, be sure the persons named to the library board are those interested in good library service.

The American Library Association has published a pamphlet called "How to Start a Public Library." Limited quantities of the publication are available upon request.—MARYAN E. REYNOLDS, *acting chief public library specialist, American Library Association, Chicago.*

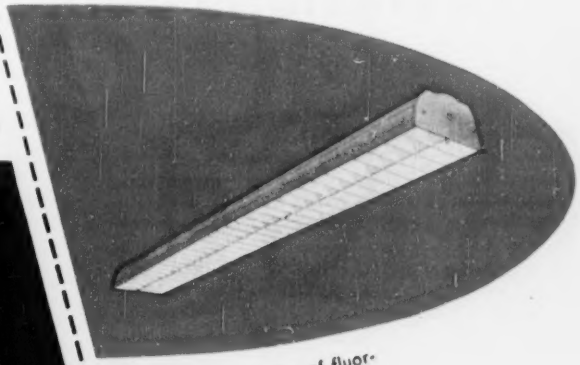
Driver Training

How extensive is automobile driver training?—T.M., Okla.

Throughout the nation, 6995 high schools offered driver training courses during the 1949-50 school year, according to official reports from the 48 states which participated in the high school driver award program of the Association of Casualty and Surety Companies. This was an increase of 23 per cent over the 1948-49 total of 5678. During the same period, the number of students enrolled increased 25 per cent, from 440,552 to 551,280.

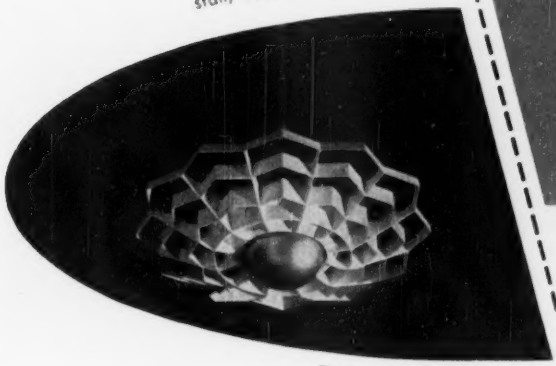
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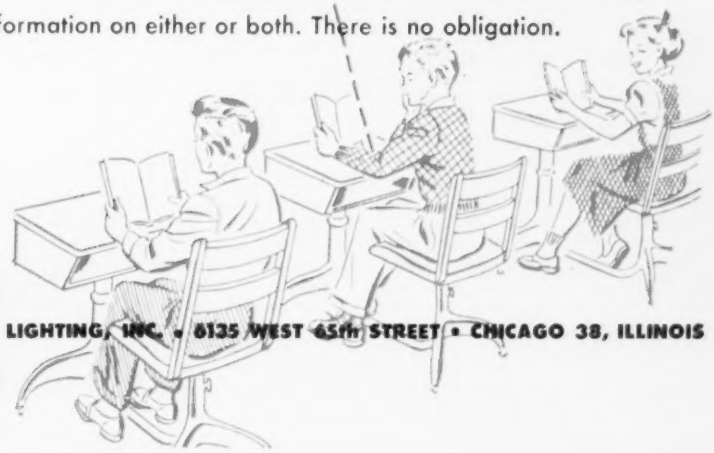
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W. W. Haggard — *T. C. Bellingham, Wash.*
L. C. Halberstadt — *Terre Haute Public Schools*
Ray L. Hamon — *U.S. Office of Education*
David D. Henry — *Wayne University*
Thomas J. Higgins — *Chicago Public Schools*
E. G. Holcomb — *Nat. Catholic Welfare Conf.*
T. C. Holy — *Ohio State University*
Herold C. Hunt — *Chicago Public Schools*
Ira Jarrell — *Atlanta Public Schools*
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H. M. Kallen — *New School for Social Research*
Harry D. Kitson — *Columbia University*
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C. C. Trillingham — *Los Angeles County Schools*
Julius E. Warren — *University City Public Schools*
W. T. White — *Dallas Public Schools*

READER OPINION

Internship Program

Sirs:

In the June issue of The NATION'S SCHOOLS the article "Internships for School Administrators" stated that the first internship program for future public school administrators in the United States will be established this year at Southern Illinois University. This statement was a great surprise to me, and I feel it my duty to inform you that it is not correct.

During the last half of the school year 1948-49, I participated in an internship program of this type at the University of Maryland. A half semester in each of two schools was spent on the internship under the supervision of Clarence A. Newell, professor of educational administration at the university.

The first internships in school administration at the University of Maryland were provided during the second semester of the 1947-48 school year. The "Intern's Handbook," which was prepared for use in the course and was published by the Aetna Press in Washington, D.C., explains in some detail the policies governing the internship program.

Howard J. Skidmore
Principal, State Ridge High School
Cardiff, Md.

Mr. Skidmore's letter was referred to Southern Illinois University, from which the following reply was received.

Sirs:

The news release that appeared in the June issue of The NATION'S SCHOOLS was released from Southern Illinois University without my final approval. I notice that the article opens with "The first internship program for future public school administrators in the United States will be established this year at Southern Illinois University." As the material left my office, it read "one of the first."

However, we do feel that our internship program is rather unusual and is somewhat more conclusive than internship programs of our knowledge. For example, Wayne University and Northwestern University set up an internship program on the graduate level to help meet the teacher shortage during the last world war. The Univer-

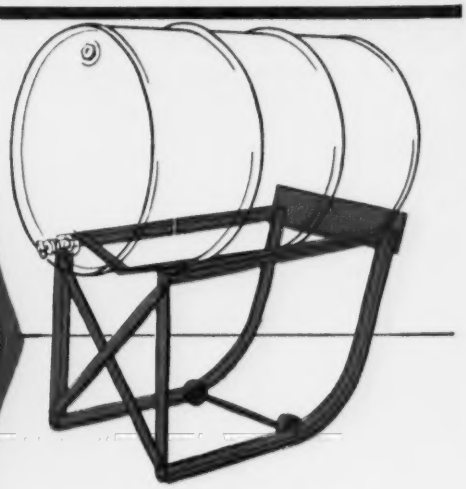
(Continued on Page 94.)

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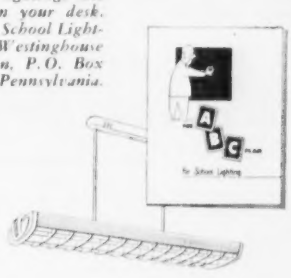
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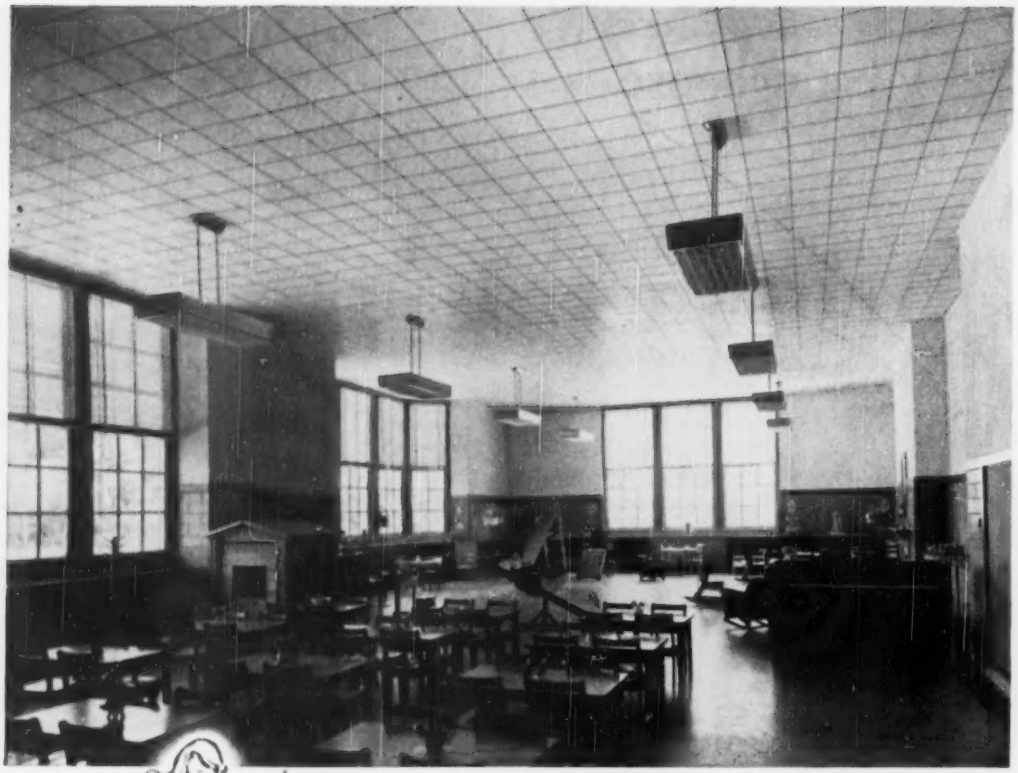
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Horn Folding Partitions for small openings lend beauty and utility to meet your every requirement.







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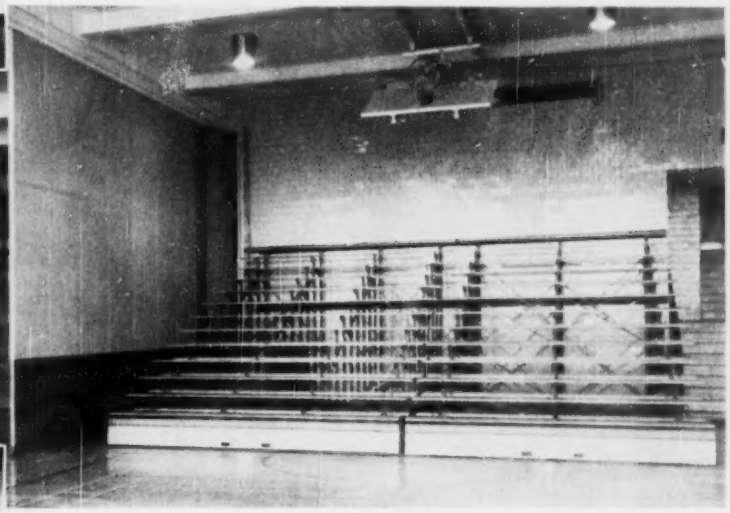
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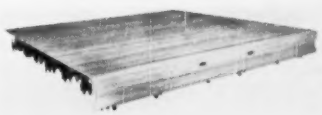


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That's what plant engineers and maintenance executives *like* about the J-M Roof Survey Plan.

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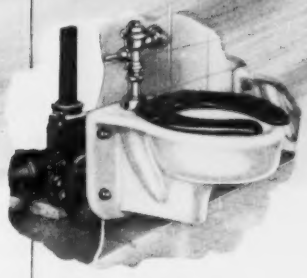
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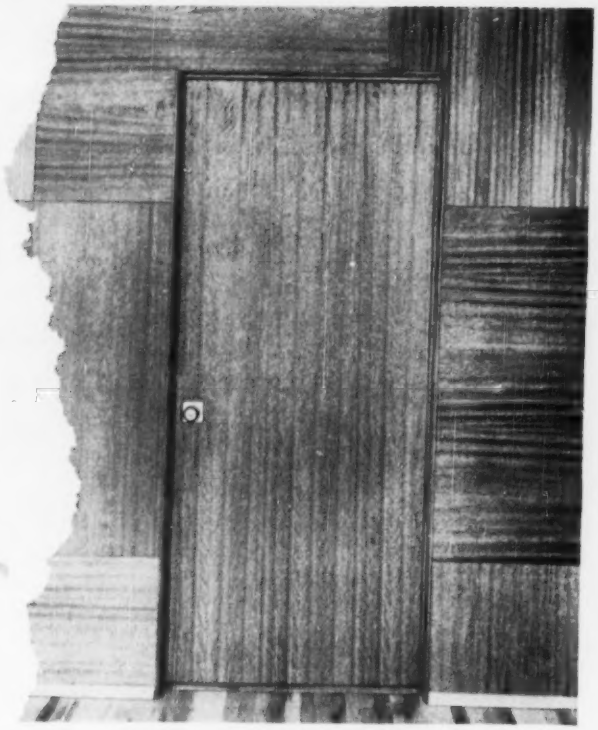
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And, of course, appearance is important. This Weldwood Door gives you a choice from a wide variety of fine face veneers of imported and domestic hardwoods . . . permanently bonded with 100% waterproof phenolic glues.

Complete information on this superior door is yours for the asking. Write for our folder on The Weldwood Standard Flush Veneer Door—with Incombustible Mineral Core. It contains complete product data and full specifications.

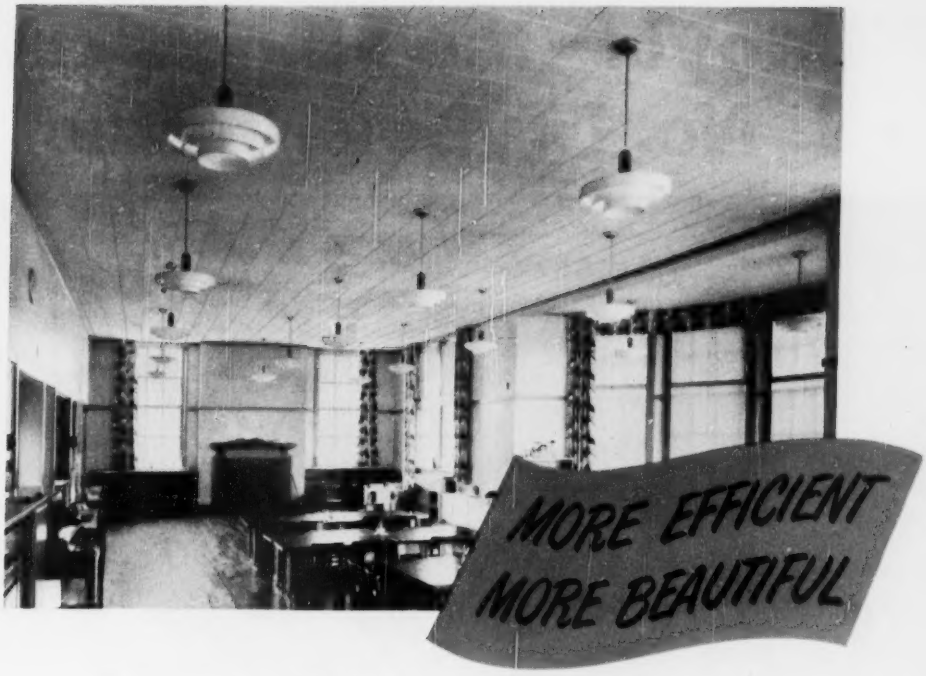
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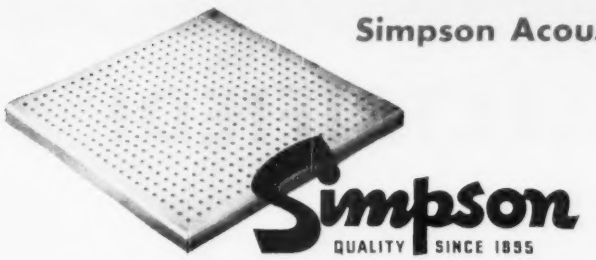
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NOW ELECTRIFIED!

Unbelievable as it sounds, Royal again "betters the best"!

You know how easy it is to teach on the standard Gray Magic Royal.

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But now, as a teacher, you have a new and rewarding experience awaiting you—the opportunity to teach on the Royal Electric.

It has been purposely designed to be standard in all respects—with power added. The controls are in the same positions as on the Gray Magic Royal. The keyboard, in position of characters and numerals, and position of keys, is the same.

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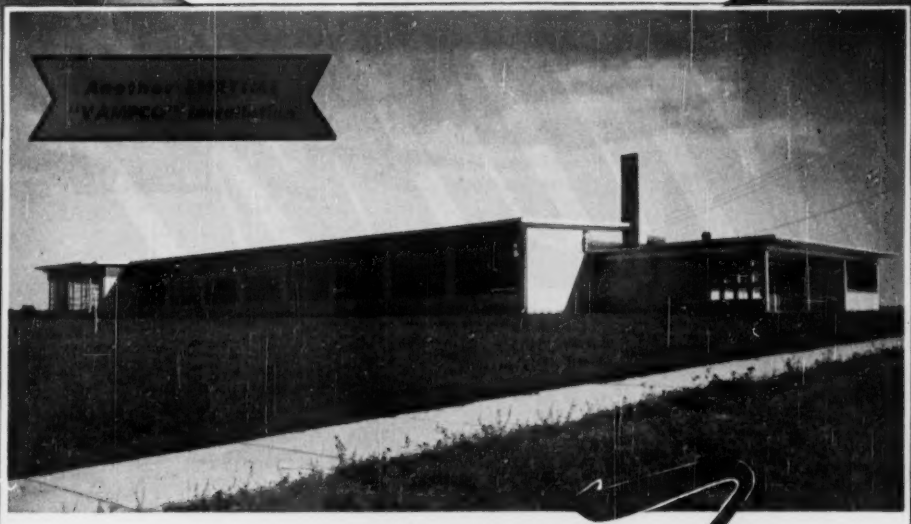
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GREENVILLE ELEMENTARY SCHOOL
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Architect: WALTER ANICA, ANN ARBOR, MICH.
Contractor: WARD W. ROSS, PONTIAC, MICH.

MAINTENANCE Zero!

on these intermediate projected windows by Vampco



There'll be no rust, no corrosion . . . never the touch of a paintbrush . . . on these Vampco Aluminum Windows. Maintenance costs are by-passed for the life of the building.

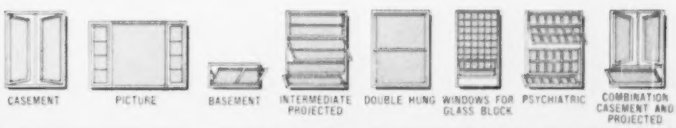
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FOR ALL THESE WINDOW TYPES — IN LIFETIME ALUMINUM

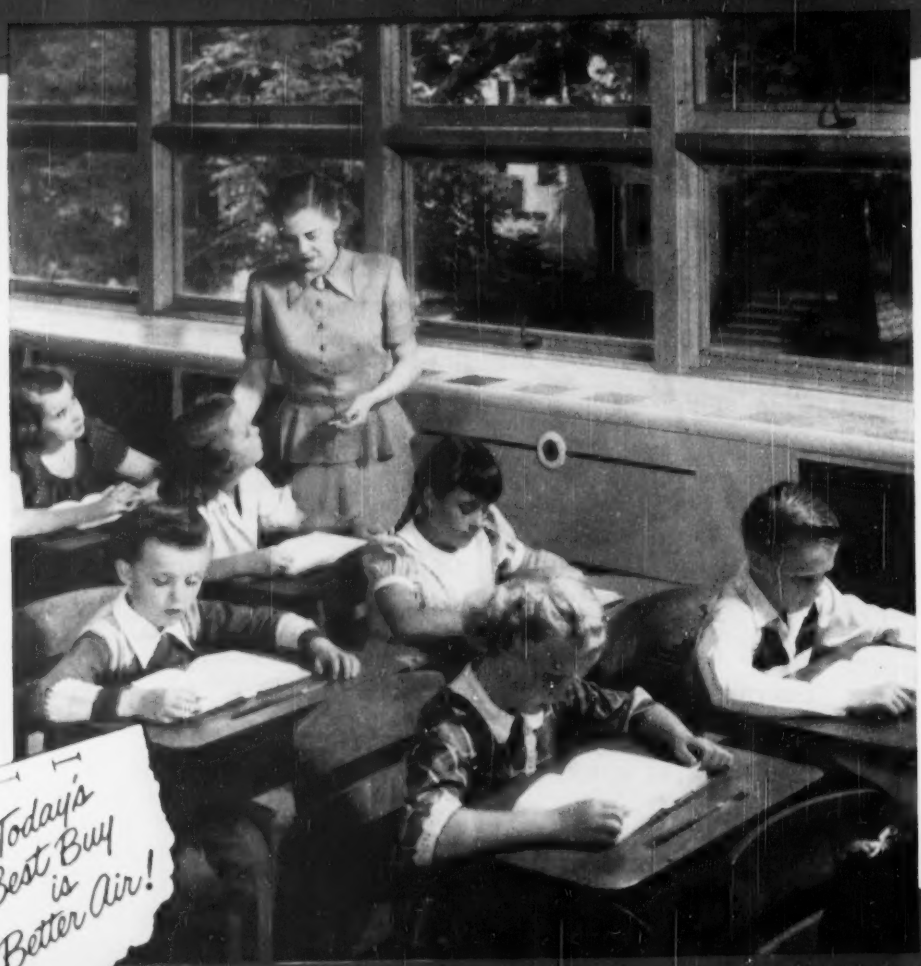


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in schoolroom ventilation in twenty years

Draft|Stop is the dramatic new system* of schoolroom ventilation designed by Herman Nelson engineers to insure greater classroom comfort and better student health. School officials responsible for the comfort and health of pupils will recognize this entirely new concept of ventilation and heating for classrooms as the answer to a problem posed by the trend toward more and more window area.

Draft|Stop literally feeds on drafts—drafts caused by cold air and leakage at the windows. With Draft|Stop Ventilation all sources of drafts are controlled. For the first time, all cold air or air introduced into the schoolroom is processed by the Herman Nelson Draft|Stop System.

Draft|Stop is new! Draft|Stop is entirely different! Draft|Stop will be hailed by school officials as the first fundamental improvement in schoolroom ventilation in twenty years. Certainly there have been minor changes and advances in unit ventilators during this time. In fact, Herman Nelson has pioneered most of these. But now, the introduction of Draft|Stop Ventilation achieves the ideal in modern classroom comfort—a classroom free of drafts—a classroom with atmosphere to inspire rather than retard the learning process.

From the days of the "little red schoolhouse" to the present, proper classroom heating and ventilating has been a major factor in pupil comfort and efficiency. Since 1918, when Herman Nelson manufactured the first unit ventilator—a type of equipment that is being used in most schools being built today—Herman Nelson engineers have been foremost in solving school ventilating problems.

As Herman Nelson pioneered when the science of ventilation was in its infancy, so now it pioneers when the modern design of school buildings make proper air treatment a prime factor.

Schools now in the planning stage may be obsolete before they are constructed. School officials, however, may receive complete information on Draft|Stop now. Send requests today to Dept. NS-10.

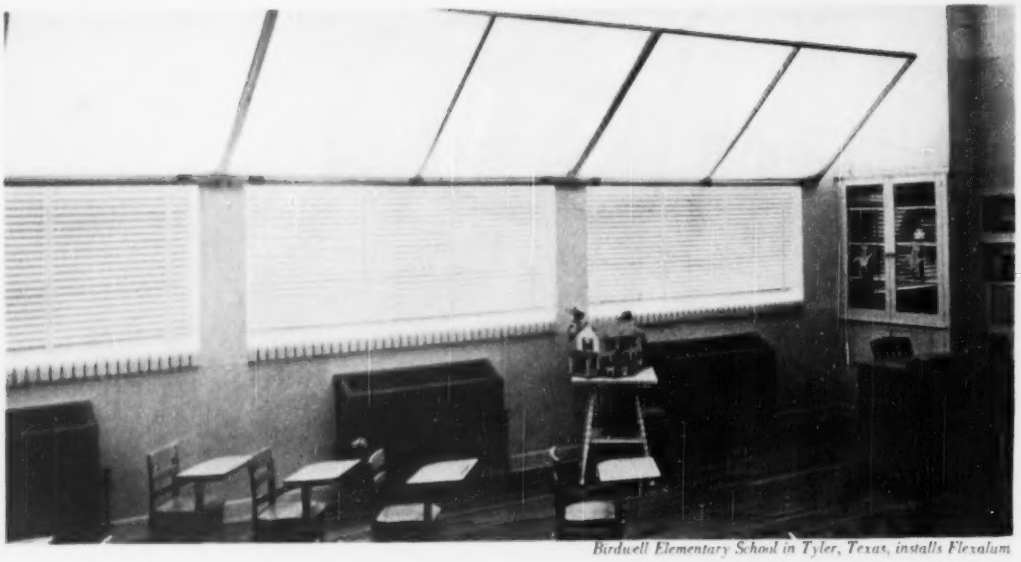
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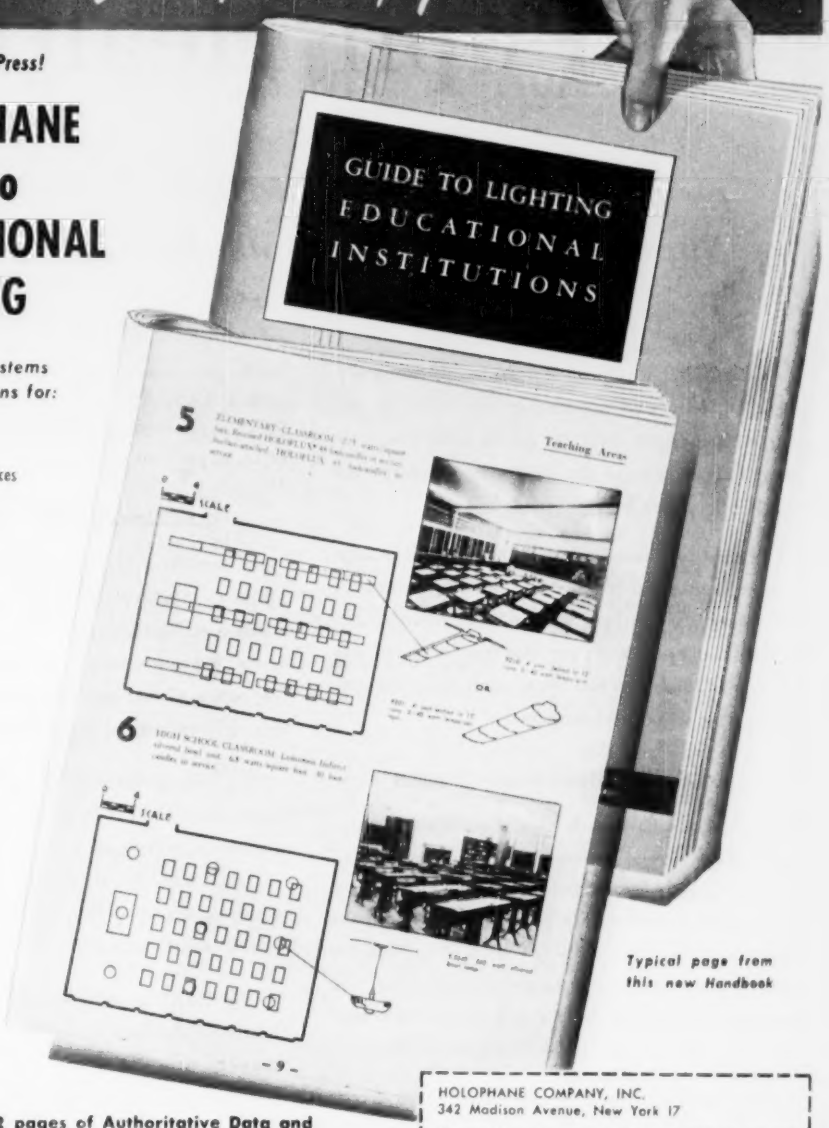
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As told by Dr. W. Norman Wampler, Superintendent of schools, Bellflower, Cal.

"WE BELIEVE that proper heating, electronically controlled, has been responsible for reducing the average absence per child per month from illness by nearly 14 per cent in the Bellflower kindergarten schools where such heat is provided.

"The new heat installations have been the source of great interest to parents and school authorities alike. Many parents have told us, for instance, that their children haven't lost any days from class because of illness and that they had fewer colds since our new kindergarten schools were opened.

COMPARATIVE STUDY IS UNDERTAKEN

"As a result, we have made careful studies of attendance records to see whether the new methods of heating and M-H heat controls have had any demonstrable effect on attendance. The studies covered the first six months of the 1948-49 school year, when the children were still housed in the old buildings, and the corresponding six months of the 1949-50 school year, when they had moved into the new buildings.

"We found that with all the other known factors constant and with the weather—the most serious factor of them all—slightly worse, if anything, due to a great deal more rain, the average absence from illness per child, per month, was only 1.629 for 1949-50 as against 1.885 for 1948-49. The 1949-50 average is 86.42 per cent of the 1948-49 average, or a reduction of 13.58 per cent.

CONCLUSIONS STRESS ENVIRONMENT

"Our surmise, based on a thorough examination of all the factors involved, such as type of children, classroom conditions, length of school days, and weather, is that the improvement was due solely to a healthier physical environment in the classrooms resulting from the right amount of heat and its scientific regulation.

"We have found that Minneapolis-Honeywell electronic heat controls regulated room temperatures so evenly, regardless of weather changes outside, that, together with the elimination of drafts, absence of children due to colds and other respiratory ailments has been materially reduced.

"Obviously, so many factors are responsible for the health of children that total control over them will never lie within the purview of any school authorities. A reduction of nearly 14 per cent in average absence per pupil which can be traced directly to improvement in classroom environment is therefore, in our estimation, of very great significance."

Heating Control

HOW THE FACTS WERE DEVELOPED

1

MONTH	NO. OF PUPILS AT MONTH END 1948-1949	1949-1950
1	437	510
2	488	516
3	496	539
4	496	534
5	498	542
6	500	555
Six month average	494.17	532.67

2

ABSENCE DUE TO ILLNESS — DAYS 1948-1949		1949-1950
460.95		408.50
593.30		697.40
917.00		974.20
572.45		598.25
1,552.15		1,160.20
1,493.20		1,368.80
931.51	Six Month Average	867.89
1.885	Average per pupil per month	1.629

3

AVERAGE DAYS ILLNESS PER PUPIL PER MONTH

Month	1948-1949	1949-1950
1	.947	.801
2	1.22	1.35
3	1.85	1.81
4	1.15	1.12
5	3.12	2.14
6	2.99	2.47

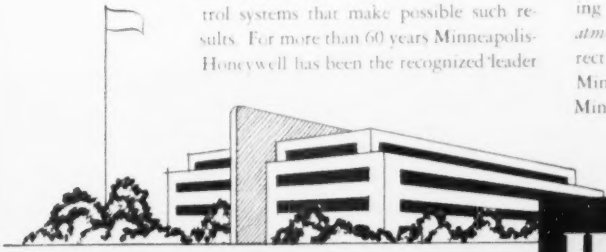
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SUMMARY OF AVERAGES

(Data based on 1st six months of school year)

	1948-1949	1949-1950
Average enrollment per month	494.17	532.67
Average absence due to illness per month—days	931.51	867.89
Average absence per child per month—days	1.88	1.62
Per cent 1949-1950 absence is of 1948-1949 absence		86.42

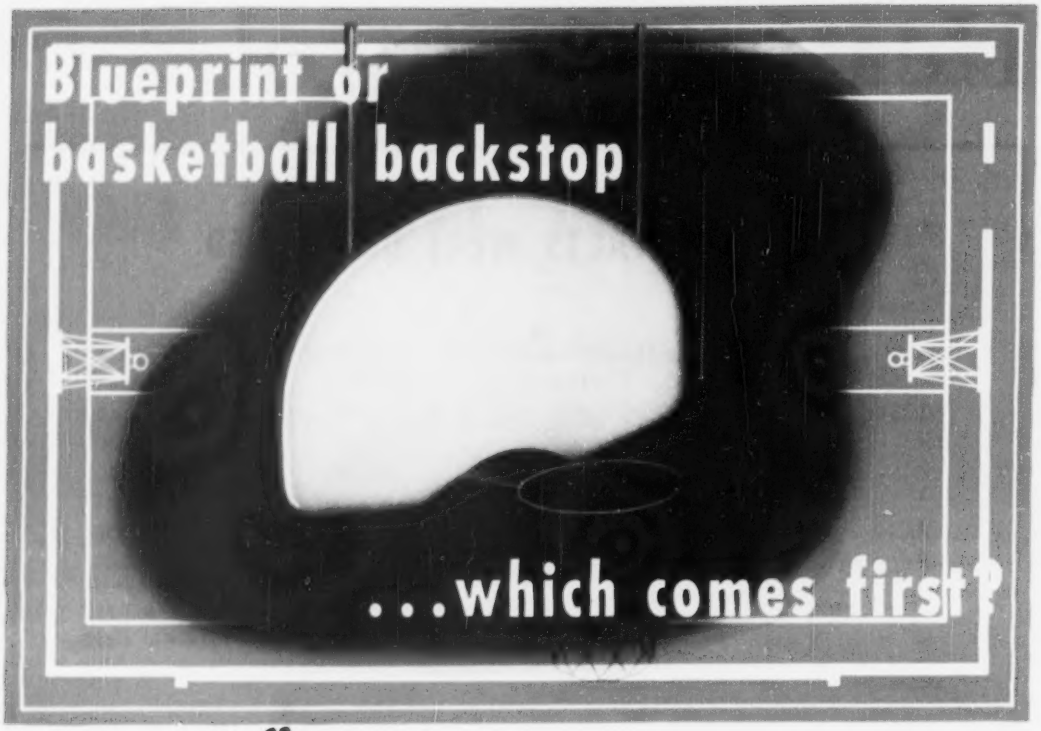
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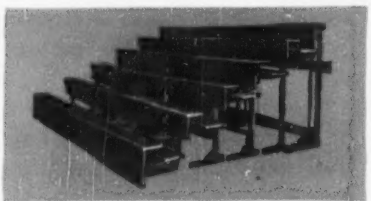
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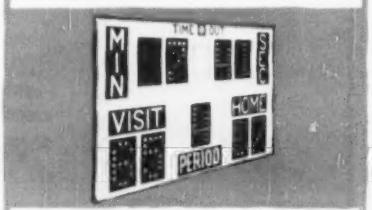
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Looking Forward

When Are Contests Desirable?

IN RECOMMENDING that contests in music, art and speech be eliminated from the secondary school curriculum, the contest committee of the North Central Association is definitely on the right track. But, in giving competitive athletics a clean bill of health while at the same time ruling out other contests, the committee advances some arguments that can boomerang.

The recommendation of the committee is ably interpreted by Lowell B. Fisher, its secretary, in an article on page 34. The committee sets up the principle that the *contest* element must be *inherent* in the activity.

For the most part, we think the indictment of contests holds true for music and art. As pointed out by the committee, the external goal of winning the contest becomes more important than the creative and satisfying aspects of music and art.

We are not so sure, however, that the elimination of all speech contests is desirable. The contest element is inherent in speech, insofar as its purpose may be the art of persuasion.

A major criticism of debating, especially as it is practiced in the smaller schools, is the incompetent manner in which debating has been judged. The judges of a debate should have qualifications comparable to those of officials of a football game.

Extemporaneous speaking and debating are competitive. They seek to win the acceptance of ideas. Improvement in the forms of competition and in the methods of judging are needed.

Goals, argues the contest committee, must be genuine and meaningful. They must represent worth-while aspects of an activity, not peripheral rewards. Does the *winning* of a football game represent a great intrinsic value? Are trophies, school letters, and publicity to be considered as "genuine and meaningful"? Or, if winning the game is only secondary in football, could not the primary objectives, such as physical development and good sportsmanship, be accomplished without the concentration of much training and attention on a selected few? Consistent with its own arguments, the contest committee should urge that highly competitive athletics also be de-emphasized.

In fact, the committee might carry its reasoning one step farther and point out that the traditional system of marking is artificial stimulation. It asks the child to compete against superficial standards—the norms established by the averages of a group—although we know that the child should be competing only against his own capacities and limitations.

It may be good politics, but it's inconsistent logic to draw a line through the school program and say that the competition in highly stimulated athletics is inherently good, while contests in music, art and speech are inherently bad. The contest committee has set in motion some provocative thinking. We suggest that its reasoning be applied to all forms of artificially stimulated competition.

Encroachment in Utah

THE plight of many of our state departments of education is reflected in the findings of the national committee that studied the controversy in Utah. The report, released a few weeks ago, shows that the state education leadership in Utah is handicapped by partisan politics and lack of control over finances, while at the same time it is trying to meet surging demands for service.

The study was conducted by a special committee of nationally recognized authorities, selected by the National Education Association. The N.E.A. sees the Utah situation as a striking example of encroachment on the powers of educational boards.

The report shows how the governor of a state can hamstring the state board of education by use of the veto power. It also describes the haphazard evolution of the state department, a situation paralleled in many other states. For example, the committee found the office overloaded with the administration of federally aided programs, which takes the time of approximately 71 per cent of the present staff. Said the report, "It would appear that the shortage of personnel was particularly acute in the areas of elementary and secondary education and that there was a critical and immediate need for additional services in research, school planning, and transportation."

Applicable to all states, the committee advised:

"Local school systems need state advisory assistance not only in their construction, planning, operation and maintenance programs, but in matters of finance, selection of sites, and employment of architects. . . . Yet the department currently offers only the part-time services of the director of guidance in this field. The failure to provide adequately for this service is causing and will continue to cause a substantial loss to the taxpayers of the state. . . .

"In terms of sound administrative practice," says the report, "education departments in many states have more divisions than are desirable for effective coordination and integration." Utah, for example, has 13 divisions, while New York State with a much larger staff (1537) has only four divisions.

Members of Utah's unique finance commission are appointed by the governor. Reorganization of the education department has been stymied by this commission. This has been accomplished partly by holding the department to a ridiculously low salary schedule.

What happens next is up to the people of Utah. The survey committee advises the legislature to amend the finance committee's authority so as to free the board of education "from such controls as interfere with policy formation and execution." Otherwise the constitutionality of the commission's power should be tested in the courts.

The committee ended its report with a recommendation that the citizens of Utah adopt, at the polls in November, two constitutional amendments which would reorganize the state board of education, empower it to engage the state superintendent, and protect the department against partisan political control.

A Quiz on Point Four

RADIO quiz programs would stump most of their participants if they asked for a simple explanation of Point Four. Some contestants might guess that it is a political proposal or a vicious plot to waste more of the American taxpayer's money and some would vaguely recall that it is a plan for helping other nations.

Ask the question casually sometime during table talk. You may be surprised to discover how little the average citizen knows about this basic question of our foreign policy.

It was in his inaugural address on Jan. 20, 1949, that President Truman called for "a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas. . . . Our aim should be to help the free peoples of the world, through their own efforts, to produce more food, more clothing, more materials for housing, and more mechanical power to lighten their burdens."

A year and a half later Point Four became law, when President Truman, on June 5, 1950, signed the Foreign Economic Assistance Act of 1950. Three weeks later the outbreak of the war in Korea overshadowed and possibly sidetracked the active development of this essential program.

The fact that we are fighting a fire in Korea increases the need for a worldwide fire insurance policy, which, in effect, Point Four makes possible. The nature of this worldwide program for the stabilization of democracy is well described in the recent publication of the Education Policies Commission, "Point Four and Education."

"The long-range strategy of democracy," states the commission, "calls for measures which in the course of decades, perhaps generations, will expose to all the world the frauds and fallacies and brutalities in the doctrines and practices of Lenin and Stalin. . . . Aside from the organization of the peoples of the free world and the development of their economic and military strength, the first element in such a strategy should be the removal of the conditions on which communism and other forms of totalitarianism feed—oppression and discrimination, hunger, disease, ignorance, misery and despair. This calls for bold, imaginative and generous measures—measures which break radically with traditional policies governing the relations between the strong and the weak, between the rich and the poor, between the technically advanced and the technically backward peoples.

"The Point Four program is an important step in the direction of capturing the offensive in the present world struggle and of formulating a positive and dynamic foreign policy. In addition, the humanitarian tradition and faith of America would in itself justify this program, even if the protection and extension of free institutions were not a grave issue."

The commission urges that Point Four be an immediate and major concern of the teaching profession and of organized education because "the conduct of the program of assistance is fundamentally psychological and educational in character."

After defining principles by which the enterprise should be guided, the commission concludes its report with a warning that "the American people should be prepared for a long and sustained effort. . . . In the absence of popular understanding and watchfulness, the program might easily be perverted into an imperialistic adventure. Also without such understanding and watchfulness, it might be terminated long before it had achieved its purposes. We should know that dividends on such an investment of good will and material resources will come slowly. And we should know, too, that when they do come they may be expected to come in the form of security, justice and peace for all men."

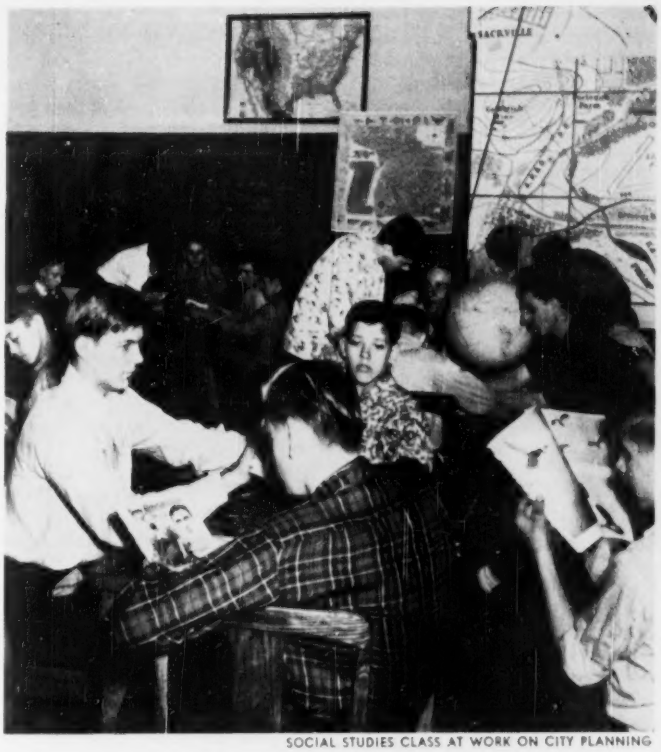
To Settle the Latin Argument

REASONS for teaching Latin today are described as being much more than the imparting of a knowledge of the language itself. Such values as the understanding of our culture, practice in the expression of ideas, and broad appreciation of history and literature frequently are advanced in defense of the semicompulsory teaching of the subject in the secondary schools. Pro and con articles appeared recently in The NATION'S SCHOOLS.

There is a simple way to settle the argument. Analyze the examinations given in Latin courses. Are students tested for appreciation and understandings? Are they measured for improvement in mental processes? Or does the examination upon which the grade is based deal almost exclusively with the students' ability to read, write and converse in Latin?

The Editor

AN OPEN LETTER TO A SUPERINTENDENT



SOCIAL STUDIES CLASS AT WORK ON CITY PLANNING

Improving our education for

CITIZENSHIP

STANLEY E. DIMOND
Director, Citizenship Education Study
Detroit Public Schools

DEAR JAY:

It was good to get your letter. I was delighted to learn that you had accepted the position as superintendent of Brightown. I know the community quite well. You will have some problems, but your ability and experience will enable you to work toward their solution. I hope the housing situation isn't too difficult; it will mean a lot to your family's happiness if you can be comfortably housed. Now to turn to the questions you raise in your letter.

NOW IS THE TIME

Let's take the easiest one first. Would this be a good time to stimulate a new interest in the citizenship program? Sure, there never was a better time; the public is more keenly aware of citizenship problems than at any previous time in our experience. All the evidence indicates that parents are insisting that we do a better job of citizenship training. Now is *the* time to enlist public support for improving citizenship education programs.

The tough problem is that while the public wants better citizenship individual school patrons think of citizenship in different terms. You have a businessman in your community who thinks of citizenship as synonymous with free enterprise. There's a lay churchman for whom character education is the same as citizenship. There's a Legionnaire who thinks only of patriotism. One of your local politicians is concerned with the failure of people to vote. Some grandparents are worried that schools aren't teaching courtesy and respect for elders. You have a labor leader who is worried about the "big business" slant in your local paper and will push you to do more with propaganda analysis. There are a number of teachers who think of citizenship only as getting children to do as they are told. Now all these things have a citizenship angle but, in your program, don't get lost on any one of them. Citizenship is the sum of all these and more!

This all leads to your second question: What did we learn in our Detroit Citizenship Education Study that would help you develop a better citizenship program? I'd like to devote the remainder of this letter to answering that question.

As I think about our experiences for the last five years, they don't seem to differ too much from the types of things that have happened to you as a school superintendent. We worked with four elementary schools, two junior high schools, and two senior high schools. There were about 12,000 students and 300 teachers in those eight schools. The students' backgrounds ranged from the slums to the Gold Coast. It was a wonderful experience to work with those schools in such a variety of situations. We ran the gamut from gang warfare to almost miraculous examples of youth serving the community.

Out of this experience, one conclusion is paramount. *Emotional adjust-*

ment seems to be the chief factor in the citizenship of boys and girls. The mental health concept of the well adjusted person is fundamental to all other aspects of a citizenship program.

So if you really mean business in trying to turn out a better citizenship product from your school system, I think you've got to take a long, serious look at the relation of teachers to students. Poor citizenship results from a failure to satisfy some basic human needs for love and affection, friendship and success, and other drives that the psychologists have been telling us about for a long time. Frustrations of childhood cost a heavy toll in crime, divorce and civic lethargy. As superintendent, what are you going to do about this?

FOUR SUGGESTIONS

Here are a few hints, though you'll have to wait for our final reports to get the whole story.

1. Encourage teachers to use wisely the Mooney Problem Check List, the California Test of Personality, and similar personality inventories. In our work these instruments were uniquely effective in sensitizing teachers to the problems of students.

2. Allow teachers to remain with students long enough to see growth changes and to get interested in and concerned about individual students. Why in your high school do you need to divide American history into two semesters? Couldn't the same teacher take students through a year of American history? How long will it take you to educate your parents on the values of "family units" for your elementary schools? Aren't your first, second and third grades already outmoded? Shouldn't little children have one teacher for several years? In one of your junior high schools, the principal has made no serious effort to be sure that the homeroom teacher has the same children in her homeroom for all the three years they are in school. Even worse, homeroom teachers rarely teach the pupils one of their subject courses.

You say these questions are old stuff? I reply those are the little things that make a difference in the emotional climate of a school.

3. Encourage teachers to develop some new courses or units in home and family living, personal standards, or personal problems. There is subject matter related to mental health that needs to get into your schools. And it is valuable for children to be able to discuss their problems under the guidance of a sympathetic teacher.

4. Start some in-service teacher education programs that emphasize child growth and development. You have some good consultants within a radius of 50 miles, and you have some good teachers who can help other teachers. You have one or two sadistic, neurotic teachers who need help desperately. They are damaging too many children. I would work gradually but persistently with the board of education, insisting that teachers be provided with psychiatric help as a regular part of the services supplied to teachers.

Perhaps you think that I've pushed the emotional adjustment too hard. All I can reply is that in the schools with which we worked the children needed better guidance than they were getting. Moreover, the classroom teacher has to do the job—it's a job that can't be left solely to the experts.

There is a second conclusion from our study that, I think, warrants your serious consideration. This conclusion concerns the teaching of democracy. We found that, in general, schools were teaching effectively the ideals of American democracy. Schools, for example, were successful in using patriotic appeals. The pledge of allegiance to the flag, the patriotic assembly, and the pageants and musical productions about the American way of life were superbly done. The children were getting deep-seated emotional experiences.

Lively give-and-take at executive council meeting in a Detroit high school.



Similarly, schools were reasonably effective in teaching the structure and functioning of American government. The courses in American history and government were well taught. But something was missing. Our data confirm the earlier findings of the Educational Policies Commission that young people think of democracy almost entirely in terms of rights and rarely in terms of obligations. We found, too, in some situations that participation in student government and clubs was limited almost entirely to the richer, the better dressed, or the academically respectable.

The fact is that children and adults, too, do not have clear-cut ideas about democracy. Perhaps this is because democracy is constantly evolving, never entirely impervious to social change. But for the most part we haven't looked squarely at the problem of teaching democracy. We have assumed the job is simple, whereas it is endlessly complex.

What does this mean for your school system? It means that you must continue to observe our patriotic holidays with dignity and respect. Don't be cynical about the value of emotional appeals. Similarly, you must continue to teach American history, government and economics with care. Be sure in those courses, by the way, that classes take a considerable time toward the end of the year, from their previous learnings, to generalize about the meaning of democracy.

TAKE LOOK AT STUDENT CITIZENS

Above all, take a good look at your student government and your extra-curricular program. Is it truly representative? Are all student citizens eligible to participate? Do the boys and girls get an honest chance to deal with real problems? For example, suppose the student council after careful, intelligent study and discussion petitioned you to open and close school 15 minutes earlier, would you treat this request with the same consideration and respect you would give it if it came from the local businessmen's luncheon club?

Also, the way you organize your staff, the way principals organize faculties, and the way teachers organize classes is a living example for students of what the adults really think of democratic participation. To be specific, I have a hunch that one of your principals is unusually skillful in using democratic procedures with teachers. One result is that the student council in the school is highly successful as a vehicle for teaching the meaning of representative government.



Jury commission hears student's appeal to be excused from jury service.

What I am saying is that the job of teaching democracy is tough, deserves your best attention, and requires a balance among many approaches. Going overboard on one approach won't do the job. Neglecting any of them is fatal.

Perhaps I'm writing at too great length. Let me give you a few other brief conclusions.

We found that students were not well informed about current affairs. You'll have to examine the teaching of contemporary affairs in your schools. More time will need to be given to the critical study of contemporary social issues. Incidentally, boys do better than girls. Can't we find ways of getting girls interested in civic and economic life?

TEACHERS NEED HELP

There was little evidence of problem solving, of sifting fact from opinion, of critical thinking in the schools. You'll need to provide help for your teachers here. There seems to be a lack of "know-how" in getting some well developed theory into practice.

Most students had little direct experience with social, civic and economic institutions. They hadn't been to the courts, the legislature, the factories. Can't you schedule some buses and get your children out of school and into the community? How else can the abstractions they read about acquire any concrete meaning?

Try some experiments with parent-teacher child study groups, too. One of the fruitful devices used in the study was to get parents and teachers to study children together. I know one boy from your city who is now in the state mental hospital. I know another boy from your city who is in the state penitentiary as a murderer. In both cases the boys were "dropped" from high school before graduation. Unfortunately, their parents did not look for or receive help from your school system. Could you remedy that condition?

This has been a long letter. Of course, I realize that the quality of the individual teacher is the crucial factor in your citizenship program. You'll get discouraged, but I know you'll be successful.

I am convinced that administrators like yourself—the superintendents and the principals—are the real educational leaders in America. The quality of our citizenry depends upon your ability to bring together theory and practice. Of course, don't change things too rapidly. But don't change too slowly either. In our experience, parents are frequently ahead of the teachers and administrators. Don't let them get tired of waiting.

Sincerely,

Stan.

Why CONTESTS in music, speech and art



MUSIC IN DETROIT



SHAKESPEARE IN MILWAUKEE

ACTIVITIES of secondary schools in which the contest element is inherent constitute significant and vital experiences for students. The very fiber of American traditions is interwoven with activities involving competition, contests and rewards. The basis of our economic system is competition, competition working within commonly accepted rules of conduct and behavior. The reward not only must be achieved through fairness, a display of intelligence, and capability but also must be won within a context of commonly accepted rules, competence and acceptable attitudes.

Furthermore, the American people want the activity used in competitive situations to be suited to vigorous competition. In other words, the contest element must be inherent in the activity. Most people tend to show little interest in activities that are inappropriately combined with the contest element. As evidence of this statement, witness the meager attendance at high school music and speech contests at both the local and state levels.

The contest committee of the North Central Association recently recommended that contests in music, art and speech be eliminated from the secondary school curriculum. This recommendation was made to and approved by the administrative committee of the Commission on Secondary Schools and was adopted by the commission during its annual meeting in Chicago in March 1950.

As the report now stands, it merely offers recommendations for member schools to study. The contest committee will give further study to the report this year and may recommend in March 1951 that certain parts of the report be adopted as criteria. It is quite possible, however, that the contest committee will feel that such a recommendation might be premature. Criteria of the North Central Association, of course, must meet the approval of at least a majority of the representatives of member schools.

In making this recommendation, the committee did not intend to indicate opposition to competition in general or to competition in our economic system. The committee has been charged with showing such opposition by a few organizations, the members of which have not in some cases taken the time to read the entire report.

The contest committee did intend, however, to indicate opposition to the use of artificial stimulation and motivation of interest and participation in such important fields of activity as music, art and speech.

The literature dealing with educational method and psychological principles has for years held that artificial motivation does not provide an acceptable learning situation. Motivation is a matter of insight. When a child adopts a goal that has been set up, his activity begins to be aimed toward the attainment of the goal.

The established goal also tends to place values in the minds of students. In music, for instance, if the goal has come to be the winning or placing in a contest, then music to the child tends to be a vehicle or means of winning a reward, and the contest becomes all-important. The inherent values of music tend to be secondary and significant only as a means. Music becomes a means and the contest element an artificial goal. If a student through this method develops a taste for good music, it is a by-product.

To win recognition in a music contest requires a fairly high degree of

should be eliminated

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ART IN ATLANTIC CITY

skill—specialization of a skill. This places a goal for many students that is beyond the level of their insight. Consequently, many either do not participate or drop out, many who might profit some if the goal were the appreciation and enjoyment of music in and of itself.

Goals for children must be genuine and meaningful. They must be attainable. They must represent worth-while aspects of an activity, not peripheral rewards. The contest committee feels that when the emphasis in music is placed upon contests an external goal has been set up rather than a genuine goal, the pleasurable activities involved in music.

Every effort should be made by secondary schools to provide opportunities for auditions and for other recognition of talented, specialized music students. The gifted students must not be neglected. Further opportunity for development should be encouraged.

This does not imply, however, that the general education aspects of music should be neglected. They should be modified, strengthened and reemphasized. In general education, as many students as possible should have the opportunity to enjoy good music. Students can be conditioned to enjoy good music.

Music is psychologically significant in the lives of all. Good music tends to relieve tensions and to encourage and inspire persons to nobler and richer lives. It can provide vicarious outlets for pent-up emotions. For those who can play some instrument, if only in an elementary way, music can provide a release and a pleasurable escape from everyday tensions and routine. It provides excellent recreation for many.

School administrators and faculties should appraise the music programs and opportunities provided in many of the elementary and secondary schools. If the emphasis is upon state and local contests, then most certainly an examination of the purposes of music in the curriculum should be given serious study.

NOT ART FOR ART'S SAKE

The contest committee feels much the same about art contests as it does about music contests. In most cases, contests in art set up artificial goals, unless the contest involves only the gifted who are specializing in art.

Art for art's sake should be retained for those in the secondary schools who have ability for and interest in specialization. The essence of talent in art appears to be creative imagination with an additional ingredient called emotional sensitivity. Good intelligence also contributes, but to what degree is probably not known. Gifted people can be identified in the lower elementary grades. These artistic gifts among children must be encouraged and opportunities for development provided. The committee has no intention of narrowing the opportunities for gifted children. Rather it intends to broaden opportunities for all students.

Art, however, has been neglected in our educational systems, particularly in the general education program. Most art instruction has been instruction geared to the field of specialization—art for art's sake for all. This represents a misconception of art as general education. No attempt should be made to develop all children into artists of various degrees of ability, as has been done. Instead, art should develop in the child the ability and desire to make

more attractive the everyday environment in all walks and vocations of life. The child should recognize and appreciate the effect of the physical environment upon the psychological feeling of well-being in the individual. To beautify and to make appropriate those things and places that are inhabited and used daily should be the primary objective of art in the general education program.

Homemaking courses for both boys and girls should emphasize art and its appropriateness with respect to cultural and regional backgrounds of people. Making the home, the city, and the countryside more beautiful and functional, as well as assisting in molding the family and home into a more tightly knit institution in a democracy, should be emphasized.

But, alas, for example, most homemaking courses still devote much time to teaching country girls how to distinguish between formal and informal balance of a stiff looking mantelpiece of an infrequently used Eighteenth Century fireplace. The farm home springs from the soil that nurtures it. Why not recognize this fact and start from that point?

With respect to speech, the committee feels that too much speech instruction is still based upon traditional usage, imitative drill, and artificial elegance. Speech cannot be learned through imitation and enforced practice for a forthcoming contest.

RIGHT EMPHASIS IN SPEECH

The true art of speech—communication of ideas—cannot be learned by practicing adherence to models of accepted styles and correctness. It is not just an automatic skill that can be acquired through imitation. Speaking is a part of the individual's personality reacting under given social situations. It involves a person's ability to be logical, critical and adaptable. These traits of personality are reflected in the available symbols of expression in social communication. Speech involves: (1) being able to think logically, critically and judiciously, (2) being able to organize and summarize the results of thinking, (3) being able to select appropriate word symbols that will accurately and clearly communicate thoughts and ideas, and (4) being able to develop attitudes of conduct and speech that will result in an acceptable personality in a democracy.

The emphasis then in speech activities should be upon the intelligent and considered ideas of persons within groups, both formal and informal. Possible solutions of common cultural as well as individual problems in a democracy are not arrived at through dramatic, eloquent and emotional speech making and oratory.

Formalized debates, wherein one side is arbitrarily pronounced the winner and the debate closed, fail to suggest possible solutions and alternatives to problems. One position or alternative, dogmatically held, is declared the winner. The winner may have been selected because of the eloquence of the presentation as against the logic of the thinking of the participants or the relevancy of the proposals.

If general discussion of both participants and audience follows the formalized presentation, debate as a form of communication might be more justifiably defended.

Such speech forms as oratory and declamation accomplish little if anything in reaching students to think, to symbolize, to communicate. Rather they teach them to imitate, to memorize, and to deliver with drilled preciseness and correctness.

DRAMATICS HAS ITS PLACE

Dramatics has a definite place in the secondary school as a beneficial activity, but not as a contest vehicle. High school plays should be a medium for students to attain the greatest possible perfection of the arts involved. All appropriate facilities of the school should be used in an effort to make each public dramatic presentation a work of art. Mechanics, woodworking and stagecraft should be a part of a successful dramatic production.

Those students most interested, talented and experienced in dramatics should be used in public dramatic presentations, regardless of whether they are freshmen or seniors. One-act plays can be given before classes and assemblies to give opportunity for some limited experience in dramatics to those students who do not wish to specialize in that field.

Although the contest element is not inherent in the activities of music, art and speech, it is suited to interscholastic athletics. Our firm belief in the need for contests and competition is fundamental in the statement: "The committee feels that interscholastic athletics has a real place in the experience of the pupils in the secondary school."

The American people seem to want competitive activities, especially athletics, conducted in accordance with acceptable rules, regulations, controls and refinement of abilities. It is felt that the rules of the game should be studied periodically and changes made when it seems necessary. State athletic associations should continue membership in the National Athletic Association. Students, fans, players, coaches and officials should continuously appraise their own conduct in terms of good sportsmanship. The committee feels that midweek games should be avoided, if possible, and that seasons should be limited in accordance with the entire sports program of the school. Schools that have no major fall sport can possibly justify a longer basketball season than can schools that have a football season in the fall. It is further felt that all postseason games should be prohibited.

ATHLETIC EVENTS ENTERTAIN

Major athletic events should be regarded as wholesome entertainment which the public demands. Since this is true, all who can appropriately do so should cooperate to encourage the best in these activities. A certain amount of pageantry enhances major sports, such as the school band, drum corps, cheering sections, and other demonstrations at games.

Many administrators will be considering how practical it is to abandon contests in music, art and speech. Perhaps there is a direct relationship between practicability and curriculum development. In some schools in which the faculty and administration have been dealing with curriculum changes, particularly with respect to the general education program, contests in these fields have been eliminated. They have been eliminated because more acceptable means of encouraging students to participate in these activities have been put into practice.

Most certainly elimination of present practices should be brought about through careful study of needs and means of meeting needs of students. Merely eliminating music contests, for instance, will not necessarily improve the music program. Proper emphasis upon the kind of music program needed will, on the other hand, improve the program.

Faculties and administrators must first set forth the purposes of music, art and speech in a democracy, then provide a program of education that will best realize those purposes.

DEVELOPMENTAL EDUCATION

as worked out with first graders in this typical Minnesota town

LEONE D. CUMMINGS
First Grade Teacher, Luverne, Minn.

THE preschool child is frequently told by busy parents that he will get the answers to his questions when he goes to school. As a result, a child goes to first grade expecting all the answers he has not been given.

Helping children find the answers to some of their questions through meaningful and associated experience was an important reason for taking the first graders out of the classroom to look, to see, and to explore.

The report that follows is the story of a group of 29 first graders, 19 boys and 10 girls. It is one of two first grade groups in Luverne, Minn., a typical small town of 3500 population. The children were placed in the two rooms according to the results of three readiness tests given at the end of the kindergarten year.

Boys ranking 1, 3, 5, 7 and so forth went into one room; boys ranking 2, 4, 6, 8 went into the other. Girls were chosen in a similar manner.

LEARNING WHAT PARENTS DO

It seemed important for first graders, especially, to learn what parents do outside the home to make modern living what it is today. But a trip or excursion away from the school building was never taken unless there was a reason for it. Each trip was the result of group conversation that showed the children's concepts were either hazy or inaccurate. If only a few of the group had experienced the things described in the textbooks or in the stories read to them, then an excursion furnished the opportunity for the entire group to learn about the previously unknown. Thus, all trips were integrated into the reading, language, social studies, science, art, arithmetic and writing periods.

Each excursion was preceded by special arrangements with the person or the firm the group was to visit, and the teacher would walk over the route the children were to take. There would always be something for the group to note in passing, such as a well shaped tree against the sky, a beautifully colored maple in autumn, a flower shape, the way a church steeple looked against the sky, or the way a bird or a squirrel moved from place to place. The children were alerted to point out spots of interest. They thus learned to walk with heads up and eyes open to the world around them. Sounds and noises were identified and associated with their origins.

EXCURSION RULES

In preparing for the excursions it first was necessary to make definite plans and rules to be followed. Group discussion (with guidance and suggestions by the teacher) resulted in the following rules:

1. We walk with a partner.
2. We stop at curbs and cross only while our teacher stands in the middle of the street.
3. We take care of our hands.
4. We respond to introductions with "Good morning, Mr. —."
5. We say "Good-by" and "Thank you."
6. We watch for our teacher's signal. (The teacher raised her hand, and the children listened to explanations or asked questions by permission.)
7. We keep our eyes open to see all we can.
8. We keep our eyes open to watch cars and traffic lights.

Most trips away from the school building were within walking distance. The principal knew when the group departed and the approximate time it would return. A message also was written on the board in case a child had to be reached during the trip.

If transportation was needed, a parents' consent blank was obtained for each child. Parents carrying adequate liability insurance noted the availability and the capacity of their cars. All parents were cooperative and expressed pleasure over the new group experiences their children would have.

The local newspaper photographed some of the activities, and considerable space was given to them, with



Trip to garage where children see teddy bear on hoist, as described in reader.



Children visit the railway station: see the ticket office from the inside . . .

favorable comments about the "new type of teaching by experience."

The first parent conferences during the term brought comments from most of the parents on the intense interest their children showed in the school situation and how greatly the children were motivated through visits to places of interest. Citizens who had no children in the group but who observed the pupils on tours asked questions about where they were bound and what they would see there.

NO DISCIPLINARY PROBLEMS

The teacher usually made a later visit to the host to thank him and to express appreciation for the time and effort he had spent on the visit. Every host expressed interest in the children's "thank you" letters, no matter how scrawled or scribbled. In addition to the public relations value of the teacher's final visit, she could ascertain the reaction of the host to the group. In each instance the host enjoyed the visit as much as the children did and extended an invitation for a repeat visit next year. All hosts commented on how well behaved the children were, how well they listened, or how well they controlled their hands. It all emphasized that *children are not disciplinary problems when they are interested in an activity that has reason and meaning for them.*

The first excursion was a tour of the school building, from basement to attic. The group met the principal and the janitor and learned the location of the telephone, the room in which children rested when they felt ill, the lavatories, and the library; they also learned how to walk up and down stairs in a group while classes were in session in the other rooms and how to get a drink from the fountains. Thereafter there was no curiosity about the mysterious noises that came from overhead. This building belonged to the children, and the children belonged to the building; they were a part of it, with an obligation to contribute to its welfare for the comfort and pleasure of the group.

Some of the children were shy and retiring. A few had no kindergarten experience, and some had not developed social ease. This was especially noted in early recitation periods. A Toy Day was planned, because holding a toy of one's own, brought from home, seems to lend a sense of security and confidence that lets the child forget his shyness in his eagerness to tell about the things he likes best. The group made a toy shop, and the treasures were suitably displayed. Toys were exchanged, "bought" and "sold"; thus respect for property was taught.

The reading readiness material presented a train as a subject for discussion. The children were to identify the various cars and their uses, but they found that they did not know much about trains. The depot seemed the logical source of information, and thus a real reason for the first excursion away from the school building presented itself. The station agent was contacted, and the teacher explained to him why the group would like to make a visit. The children's misconceptions, their ages, and their desires were conveyed to him, to prepare him for the barrage of questions that was sure to follow.

On the following day, after meeting the agent, the group inspected the

A few days later they buy tickets . . .



station, the telegraphic equipment, the baggage rooms, the signal towers, the water towers, the switches (with remarks appropriate to the safety devices), the baggage trucks, timetables and tickets, with the expected bombardment of questions. The trip to the station was timed so that the children could see a freight train, which on arrival pulled up before a group of excited, half afraid, but eager children. When the engineer alighted and was introduced, he suggested that the children "see all" and, with the fireman's help, lifted each child into the engine cab. The "little mechanics" were intrigued by the gauges and levers, a firsthand examination of the various cars of the train, the loading and unloading, the switching and coupling, the signals from the brakeman to the engineer, and finally the departure.

The purpose of the train and its service to the community were further

emphasized by the expressman, who was the father of one member of the group. As he explained his job, his child had the opportunity to be proud of the work his father did. Thereafter the child was more secure and more a part of the group because his father was helping the town get its merchandise and carry on its business.

Back in the schoolroom the group made a train of its own. A large barrel, painted black for the engine, tin cans for the headlight and the smokestack, a big carton for the cab, and chairs placed by twos back of a long strip of paper with cutout windows comprised the train. Tickets were made, sold and collected; conductors and engineers were chosen; names of towns were called, and the children took many imaginary trips on their own No. 103. The only requisite for a trip on 103 was a schedule that returned the train to the station in time for reading class.

Seventeen of the 29 children had never been on a real train. A parents' consent blank was sent home, the depot agent was consulted, and arrangements were made for cars to bring the boys and girls home. Each child took care of his own 9 cents for the fare, purchased his own ticket, and boarded the noon passenger train for the next town, 7 miles away. Parents in automobiles chose the highway paralleling the tracks and met the train when the "passengers" alighted, then returned them to their classroom. Later a "thank you" letter was sent to the local agent.

The children did well to scrawl a shaky "thank you" and their names, but they had a new reason for learning to write. The train pictures, train songs, experience chart, and much worth-while conversation completed the unit. Concepts about trains were clarified; what was seen in pictures, talked about, and later read about had real meaning.

Fire Prevention Week was another occasion for experimental exploration. "Do" and "don't" are seldom enough for first graders. The fire department's duties, fire prevention methods, and emergency procedures could be better emphasized by close-range observation. Preliminary arrangements were made with the fire chief, and the group toured the fire station. The fire trucks, the firemen's duties, the stretchers, smoke and gas masks, special clothing all led to an easily presented lesson on what to do in case of fire.

ABOARD THE FIRE TRUCK

The father of one member of the group then demonstrated the rural truck. The entire class climbed onto the truck and was taken to a place where each of the 19 boys had the opportunity to squirt the hoses. A single shriek of the siren as the group returned to the school building climaxed the trip.

To see the alarms that send the fire department into action and to learn who sounds the alarm would complete the picture for the children. So a trip to the telephone office was arranged.

And all 29 of them board train for next town; for 17 it is their first ride.



The chief operator was most helpful. Questions were answered, and the procedure for turning in an alarm and the importance of proper telephone use were quickly explained. The fascination of the flashing lights, the buzzing signals, and the hum of activity created by a semi-automatic switchboard left an impression that helped the children acquire concrete knowledge.

The trip to the telephone office presented another opportunity for community study. En route, the group observed a crew of workmen tearing up the street and digging trenches for new water mains. The resulting questions about water supply and sanitation systems suggested a trip to the city hall. Here the city engineer displayed and explained several maps of the city showing the underground pipes, their connections, origins and outlets. This not only emphasized the unity of a community but also made maps more than abstract diagrams for the children.

In their science studies the children considered growth patterns of animals and man. Families were discussed, and a "family album" was made by each child. It included a drawing of each member of the family. The crude drawings took many shapes, and anatomies were indeed strange. Parts were omitted and proportions were oddly exaggerated. Then the group studied one of the children by starting at the top of his head and following the contour of his body manually, while naming parts in unison. To make the experience more individual, one child after another would lie on a large sheet of paper while a classmate drew a line around him. Then the paper figures' clothing was colored. Features and expressions were added with impressive results. The figures were cut out and mounted on the blackboard ledgers, with the pictured children holding hands. Each child knew his own "picture" and that of each of his classmates. This project resulted in more recognizable representations of the human form in later drawings.

BABY BROUGHT TO CLASS

The social implications of the interpersonal relations within the group were further emphasized by one boy's mother and his three-month-old brother. This mother was invited to bring the baby to the classroom. There she told the group of the baby's schedules, what care he needed, when he would be expected to sit up, walk, talk and feed himself. Many questions were asked and answered. The care and guidance the first graders had needed as infants were pointed out to them, and their place in their families was emphasized.

Then preprimers were received by the group, and the discussion of where they came from, who ordered them, and who paid for them presented an occasion for visiting the school superintendent in his office. The supply rooms, the record vault containing each child's individual record, the automatic clock, and the bell system illustrated the unity of the school system within the community. Thus the superintendent's office became more than a disciplinary area.

STORIES BROUGHT TO LIFE

Reading the preprimers was a laborious task for some members of the group. A project involving the use of hands and related to the early chapter content was needed. The children decided to make a boat according to a pattern given in a reader. On a trip to the high school shop the group not only was given sandpaper but also observed the purposes of tools, their uses, and the care with which they were handled. Pointed board boats were built with sanded surfaces, nail railings, and hoisted sails on stick masts. Through their hands the children acquired a familiarity with the subject of a story in the preprimer.

One of the basic readers contained the story "Up and Down," which pictured a car on the greasing hoist in a service station. The teddy bear in the story rode up and down with the car as it was elevated and lowered. To explain the story in the basic reader, a trip to a garage was arranged. Here three more fathers met and talked to the group, and the story was illustrated as the classroom teddy bear sat on a car which was raised and lowered. Back in the classroom the story was reread with real meaning because of the children's association of it with a real experience.

A month after school began the class was organized into a "club." The qualifications and duties of officers were discussed. A president and a vice president were elected weekly by the group from four nominees. These four left the room, and the remaining children put their heads down on their desks and closed their eyes. As the candidates' names were called by the teacher, each child raised his hand for his choice. This sort of "secret ballot" provided an introduction to independent thinking and an expression by each regarding his choice of the classmate who would be in charge of the class.

The president's duties were to take charge of opening exercises and of "Talk and Show Time" each morning and afternoon. He also appointed committees to perform simple classroom duties and appointed the host or hostess of the week to greet visitors at the door and to show each visitor to the "guest chair."

Because of these activities it was desirable that parents visit the class during the first period of the day's work. (This is the best time for parents of primary children to observe the school's constructive activities.) Nearly every parent visited school during the week his or her child was president. This may have been the result of curiosity, pressure by the child at home, or a genuine interest in school programs, but in every case the parent was surprised and pleased to know that each child was receiving an opportunity to show and to develop leadership and expression.

READING PARTY VOTED

After finishing the first three preprimers of the basic series, the children were eager to read for their parents. The group voted to have a reading party for their mothers. This involved appointing committees, writing invitations, and making a trip to the post office to see the letters through the processes of stamping, canceling, sorting and distribution.

The children decided in democratic discussions who should make introductions, answer the door, seat parents, make bookmark favors, explain various parts of the room, churn butter to serve on graham crackers for refreshments, give the welcome and farewell speeches and, most important, carry out the reading procedure and program.

The children were surprised to receive their first stiff-backed books at the conclusion of the reading party, and the parents were present to see the excitement, pride and enthusiasm over the new books.

At recess time the teacher had an opportunity to talk with the parents. There were several reasons for the conference. The teacher wanted to be sure each child was happy about school and that his parents felt free to come any time to discuss their child's prob-

lems. She also wanted to explain why children are requested to bring things to school for "Talk and Show Time," why parents should show interest and pleasure in their child's initial reading achievements, why it is important that parents do not "pressure" the children, and why written notes to the teacher about absences, recess indoors and so forth are necessary for the success and security of the group.

Also discussed was the home reading program. Parents were asked to cooperate to regulate the time books are kept at home, to see that there is a special place for school library books, to show interest in what books the child takes home, and to compare the books with the child's reading ability. Thus library habits were established, and variety in books was stressed.

A similar reading party was held in May, and the parent-teacher conference dealt with the differences in reading levels within the group. The teacher compared learning to the physical growth of a child. Since all children do not walk at the same age, they must not be expected to read at the same levels and rates. This conference also dealt with the summer reading program. The city library made 15 books, on their reading level, available to the children.

HEALTH IS DEMONSTRATED

The health unit presented further opportunity for utilization of the community. An optometrist talked to the class in his visual training room, giving the children six regulations for the care and protection of eyes. The first graders were shown a few well chosen tachistoscopic (rapid flash) pictures as a group. Each child was given the opportunity to look into stereoscopic instruments.

The dentist put the children at ease with a descriptive explanation of his office. Six of the group had never been in a dental office, and four had no toothbrush. The children were shown the use of dental mirrors, and the reasons for drilling and filling teeth, for dentures, and for x-ray examinations of the teeth.

The physician demonstrated the stethoscope, blood pressure measurement, and other instruments. Poison labels were explained, and the skull and crossbones symbol was emphasized. An x-ray photograph was taken of one child's hand so all could see the bones that constitute the hand and fingers.

"My Weekly Reader" contained a front-page story on the children of Mexico. This was the stimulus for conversations about other countries. It seems wise in our democracy to begin to help the very young children to realize that people in other lands are much like ourselves. Some foreign born children were sought, and the first visitor was a 10-year-old Danish girl who had been in the United States only two years. Next came a German war bride, and then a man who had lived in Norway. The latter had just returned from a trip "home," and he brought movies to show the children.

FOREIGNERS FOR FRIENDS

Each visitor spoke a few sentences in his native language, counted to 10, answered questions, and told interesting stories of his native land. The German woman told part of the story of Hänsel and Gretel in German and then translated it into broken English.

A story about each visitor was written by the class and copied onto charts.

En route to the city library, where they were introduced to "summer reading," the children encountered a truck load of migratory Mexican workers. Two of the girls in the party who could speak English talked to the first graders and answered questions.

At this level the contacts were not meant to teach facts about people who live in other countries but were introduced so small children could start without prejudices and with an appreciation that people the world over have much in common and look much alike, even though they speak a different tongue. Attitudes, concepts and understandings were evolving.

The tours and excursions of the community and fathers' occupations and contributions to the community were discussed by the class. The question, "What makes a town?" was raised. A list of necessary buildings and businesses was made. This included a meat market, a grocery, a clothing store, a bank, a hardware store, a drugstore, houses, a school, a church, a depot, a post office, a hospital, offices and a theater. A cooperative mural was planned to illustrate "our town."

A large piece of wrapping paper was obtained, and the town map was laid out. Each child drew and colored his contribution to the mural. The group discovered that the tours of the year had been too specific and the shapes and locations of the town's buildings had not been well noted. The children made a trip through the town to observe store fronts, roof shapes, store signs, windows, doors, arrangement, the number of stories in various buildings, sidewalk and street light placement, and the spaces between buildings more closely.

Work on the mural showed much better pattern and construction, and each child approached the task with new interest and assurance because he had better conception of sizes and shapes.

Each child drew a house, a tree, and a building. The class chose the ones to be put on the mural. Committees were selected to make streets, to color the sidewalks, and to pin and later to paste the buildings to the mural. Those having difficulty with forms put in the sky, grass and trees, and so every child gained a share of the finished product.

On other tours the children met the town's police chief, visited the city jail, talked with a man who was laying telephone cables, visited a dairy and a greenhouse, and went to newspaper office to give notice of a pet show they were planning; they saw a bank, a jewelry store, and a hatchery. Members of the high school band and their instructor came to the classroom to introduce the first graders to musical instruments.

PROGRAM ALWAYS FLEXIBLE

Whenever excursions were taken, the program was always flexible enough to take advantage of any learning situation that might present itself. The contact with the workmen on the city water mains and the telephone cables and with the migratory Mexican workers would never have been made if the program had been too rigid. The first grade group learned firsthand from people who knew.

The organization and/or reorganization of concepts of a 6-year-old child contributes to his general well being as well as to his formal education. This account of activities does not present a new program, but it does show how children enjoy learning when the proper environment is furnished.

Learning is enjoyable and more meaningful when concepts are built by actual experiences. What children actually see, together with associated meanings, is of prime importance, whether it be the reading of words, the use of numbers, living together in the classroom, or "going to see" and "finding out about things."

Lack of sound policies brought

ABUSES IN KELSO

MARTIN S. MILLER
Superintendent, Thurston County Schools, Olympia, Wash.
Member, W.E.A.-N.E.A. Investigating Committee

ON MARCH 12, 1950, the Kelso Education Association, Kelso, Wash., adopted a resolution stating that "present conditions in the Kelso public schools are jeopardizing the educational opportunities of the children" and requesting the Washington Education Association and the National Education Association to "conduct a complete and impartial investigation of all factors pertaining to the present situation in the Kelso public schools."

The Washington Education Association and the National Education Association's defense commission immediately appointed a committee consisting of Orville C. Pratt, the former superintendent of schools, Spokane, Wash., and former N.E.A. president, as chairman; Richard B. Kennan, secretary of the defense commission; Edna Brazeale, classroom teacher, Seattle; and Martin S. Miller, superintendent of schools for Thurston County, Washington.

The committee found the situation serious. The contracts of 22 teachers



and principals had not been renewed. The exact status of these 22 was in doubt. Some had been requested to resign; others had been requested to resign but were granted an interview with the board at which their status was to be determined finally; and four had received no word from the board concerning contracts for the coming year. The belief was widely held that all 22 were slated for dismissal. No reasons for probable dismissal were given by the board in any of the 22 cases.

Teachers and many interested citizens of Kelso believed that the action of the board threatened the welfare of the schools and thus struck directly at the well-being of Kelso children.

TEACHER MORALE LOW

Morale of the teachers was low. The community was upset. Confidence in the board and the superintendent was undermined. There was a growing demand for resignation of the superintendent and four board members, identified as the ruling clique. The possibility of recall of the board was being investigated.

Many factors contributed to this unrest among the teachers and townspeople. Among these were a change in board personnel that had brought about the resignation of a superintendent in the spring of 1949, encroachment of the board in the field of administration, criticism of the schools by a vocal group, and the persistent belief that the board expected to dismiss an unknown number of teachers.

The administrative practices of Supt. E. E. Harriss added to the unrest. The investigating committee has described several of his policies that aroused suspicion and distrust.

Before beginning the investigation, the W.E.A.-N.E.A. committee agreed to three principles considered basic to the Kelso investigation:

1. The welfare of the schools, and particularly of the Kelso school children, would be of paramount importance.

2. Major emphasis would be given to well established ethical principles and professional practices.

3. No properly qualified teacher should be dismissed except for just cause, with statement of the reason in writing, ample warning, opportunity to correct alleged deficiencies, and recourse to a hearing before the board.

As the investigation proceeded the committee became aware of the urgent need to find a solution that would make it possible to continue successful operation of the schools for the remainder of the year and to lay plans for the coming year.

There was an unusual development at the close of the first visit of the



W.E.A.-N.E.A. committee to Kelso. A release to the press by the Kelso school board indicated that the board would consider recommendations of the committee if they could be made available immediately.

The committee then submitted preliminary recommendations that, it believed, would aid in the solution of the problem. Summarized briefly, these recommendations called for the acceptance of "just cause" as the basis of dismissal, removal of Supt. Harriss from authority, appointment of an acting superintendent for the remainder of the year, and a survey of the Kelso school system by competent authorities.

After a period of direct negotiation, these recommendations were adopted by the board.

The Kelso situation changed markedly during the period of committee activity. Only three of the original 22 educators apparently marked for dismissal were not reinstated. The

superintendent was relieved of his duties. An acting superintendent was employed. The board adopted the remaining recommendations of the committee. Two members of the board resigned.

The failure of the board to provide hearings for the three dismissed teachers was disappointing.

The Kelso investigation was highlighted by two unusual circumstances: (1) the cooperation of the local, state and national associations in the investigation, and (2) the request of the board for immediate recommendations from the investigating committee.

It is worth noting that members of the joint W.E.A-N.E.A. investigating committee worked together extremely well. Representatives of each organization contributed to the work of the committee, and the committee report is stronger as a result of this close cooperation. The knowledge of local conditions and state laws brought to the investigation by W.E.A. members was invaluable. The N.E.A. experience and "know-how" gained in other investigations contributed markedly to whatever success attended the investigation.

Perhaps the most interesting and in some respects the most difficult phase of the investigation was the active participation of the investigating committee in the working out of a "preliminary" solution to problems confronting the Kelso schools. Much remains to be done before all the problems can be solved, but steps were taken toward a sound solution. The welfare of the Kelso school children was safeguarded. The rest can be done only through the cooperation of the board, the teachers, and the citizens of Kelso.

The investigation emphasized the need for sound policies on the part of the board and the administration. It told again an oft repeated story. No school employe should be dismissed except for "just cause" stated in writing and with an opportunity for a proper hearing; no person should be dismissed for arbitrary or capricious reasons.

The investigation also emphasized a need that exists in every community, a need for the selection of conscientious and intelligent citizens as members of school boards, citizens interested in the welfare of children and capable of selecting competent personnel who will administer schools in the best interest of the children.

SCHOOL BULLETIN

takes time, effort and money but the job is well worth doing

HERBERT ERDMANN
Administrative Assistant to the Superintendent of Schools
Evansville, Ind.

MOST public school systems find that the publication of some type of bulletin at regular or irregular intervals during the school year is of considerable value. The type of publication and the purposes behind it vary a great deal among different school systems. For 25 years the Evansville public schools have issued a publication with the not too original title, *Public Schools Bulletin*. Until two years ago it was a stencil duplicated bulletin distributed weekly in limited numbers to each building in our system. Copies were circulated among the teachers at the various school buildings.

LOOSELEAF BINDERS SUPPLIED

Two years ago we began printing our bulletin on an offset press and now supply a copy each week to each teacher and nonteaching employe in our system. It is a four-page folder 7 by 9¾ inches with holes punched in it for easy insertion in a binder. At the beginning of the year all teachers and other employes are furnished binders for their convenience in filing the weekly bulletins.

The size of our publication, which is not standard, was chosen simply because it is the maximum size our offset press will handle. Although our bulletin is a four-page publication, on rare occasions we print an eight-page issue.



All the work on our bulletin, with the exception of the making of the zinc plates for our offset press, is done in our own office. This is a distinct advantage in making up the bulletin and providing for last minute changes. Since we are able to get one-day service on plates, we can hold up our deadline until the latest possible time. Our actual deadline for Monday's bulletin is the preceding Thursday noon. Copies are printed and packaged on Friday or Saturday and are delivered by our school mail service on Monday morning.

The cost of publishing a bulletin such as ours is not great. A year's supply of paper, delivered to us cut to size and with the holes punched in it, costs approximately $400. The annual cost for plates for our offset press will range from $350 to $400. We have not made an attempt to figure our overhead costs. However, it would be necessary to figure one day of a secretary's time for typing and makeup and one day of another person's time for printing, folding and packaging. We think all costs should be charged to administration.

The eye appeal of any publication is important. We try to include at least one good picture and several smaller art items in every issue. Since we look on our bulletin as something to be read on the job, we think that a fairly large type is essential. The use of prominent heads on all items is a big help to people scanning the bulle-

tin for items that pertain to themselves.

In considering the publication of a school system bulletin one should think about the purpose behind it and the audience at which it is aimed. Our bulletin is aimed primarily at our own family, our teachers and nonteaching employes, and allied school organizations, although we do distribute a number of copies to interested people in the community and to other school systems. The purpose we have in mind is to keep everyone in our system informed about what is happening and to build up a feeling of unity and a reasonable pride in our accomplishments.

Our mailing list includes some 150 names. Locally we mail copies to city officials, P.T.A. officers, libraries, other educational agencies and institutions, and the newspapers and radio stations. Outside of our own community our bulletin goes to a number of other school systems with which we exchange, a number of colleges, and several educational periodicals. We also try to reach all teachers and nonteaching employes who have retired recently from our system.

ONLY HALF NEWS

The content of our *Public Schools Bulletin* is divided about evenly between news items and announcements of school events. In our news we try to report outstanding accomplishments of our teachers, nonteaching employes, and students. We think it offers an excellent opportunity for recognizing the many fine things that are done in our schools. One of the most valued features is a calendar of events of the current week and the week to follow. We expect all our teachers and employes to read the bulletin and hold them responsible for any official announcements carried in it. In addition to using the bulletin for purely administrative purposes, such as making announcements, the superintendent can also use the editorial column to express his philosophy of education and to explain policies.

NEWS IS EASY TO GET

It has been our experience that news for a school bulletin is not hard to obtain. We usually do not need to go out and look for it because most of it is voluntarily supplied by persons within our system. Of course, there will always be some weeks when four pages seem too many and others when four pages seem too few. As soon as the people within a school system begin to rely on the bulletin as a source of information they will make every effort to get the things and people in whom they are interested publicized in it.

Except in large school systems it should not be necessary to set up a staff of correspondents. If it is possible to concentrate the work largely in the hands of one person, a great deal of time can be saved, and less confusion will result. We consider our bulletin an official publication of the Evansville public schools; consequently, the editor is directly responsible to the superintendent. This does not mean that it is solely for his use since we invite all school people and organizations connected with our schools to consider our bulletin available for their use for any purpose not inconsistent with school policy. We like to think that it is really a bulletin of the school system and not just the superintendent's bulletin.

There are a few things we must guard against in publishing our bulletin. Our readers do not want to read long items. We always try to remember that our bulletin is being read on the job, during short periods of time, and not in the home as leisure-time reading. For that reason all items are kept short and concise. It is also our belief that a bulletin such as ours is no place for a long rehash of articles appearing in educational periodicals or for long quotations from them. It is better to call attention to them and let interested people read the original articles. Our bulletin is not a vehicle for commercial advertising of any kind. We use it for helping to promote all kinds of civic and community enterprises but are careful to avoid its being used for commercial purposes.

SERVES AS RECORD OF YEAR

One value of a bulletin such as ours that might not be too obvious is that it serves as a record of the year. Each year we bind several sets of the year's issues of our bulletin. It is surprising how often we refer to them as a source of information about events and problems of the past years.

While, as has been explained, our own bulletin is designed to serve specifically as a house organ, many school systems find it worth while to publish another type of periodical aimed specifically at reaching the home and community. Various school systems do publish such "letters to parents" or "reports to the community." We, too, have often felt that we would like some day to add such a publication. However, it does not seem possible to achieve this purpose too in a bulletin such as we now publish. It would seem much better to make a community report an entirely separate and distinct publication.

It is necessary to recognize that the publication of a regular bulletin, even one as modest as ours, requires a lot of work. It is necessary that one person be given complete responsibility for the publication of such a bulletin and that he be given enough time to devote to the job. We feel sure that the time, effort and money that go into our bulletin pay good dividends in our school system.

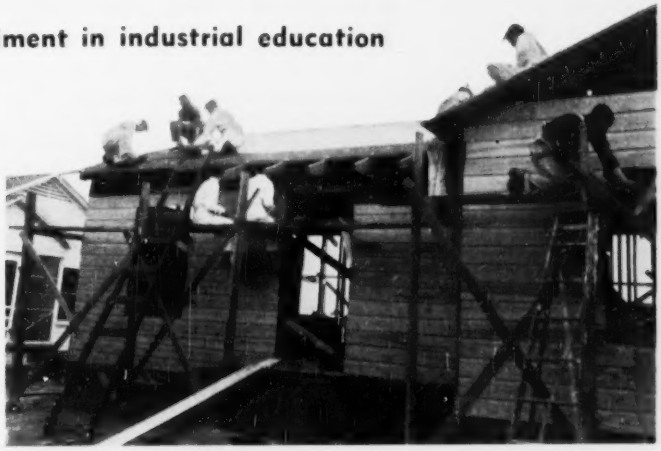
WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of The NATION'S SCHOOLS you will want the index to volume 45, covering issues from January through June 1950. You may obtain your free copy by writing to The NATION'S SCHOOLS at 919 North Michigan Avenue, Chicago 11, Illinois.

THE HOUSE THAT TYLER BUILT

An experiment in industrial education

H. M. LAFFERTY
East State Teachers College
Commerce, Tex.



Industrial education students at Tyler, Tex., aided by the advice of local workmen, put theory into practice when they built this house.

IN TYLER, TEX., an interesting experiment is going into its second year. It all started when a member of the high school's industrial education department grew dissatisfied with the range of learning opportunities that were available to his students. Even though the field of industrial education has long been held up as a shining example of the point where practice and theory are allowed to come together naturally and easily, this young man was not satisfied. To Buven Tucker it seemed that the take-home value of lessons learned in shop work could be improved upon.

EXPERIENCE NEEDED

"Every year," Mr. Tucker said, "my students make bread boards, rolling pins, household gadgets, tables and chairs. Most of the youngsters take readily to that sort of thing. The parents, too, approve. But even so the work we have been doing in our shops and laboratories has emphasized students' working independently, alone. Few, if any, opportunities have been given for activities that place the accent on group planning, on group action, on activities that point up the interrelationships within the field of industrial education. Without such integrative experiences it is easy for the youngsters to get a distorted picture of how industrial education really functions in the business of daily living."

Recognizing that a problem existed, however, was only part of Mr. Tucker's troubles. There still was that little matter of "Answer, answer, who's got the answer?" Lead after lead was tried only to be tossed aside. And then one day it happened. How about having the students build a house—a real house! Mr. Tucker took his idea to his superintendent, Mortimer Brown, and got a go-ahead signal.

After this, the first move was to talk with the officials of the various labor unions who would be affected by such a venture. After the project was explained to them full support was given. Then came the business of setting up an advisory committee. This group was made up of seven members: a lumberman, a real estate representative, a plumber, an electrician, a contractor, a carpenter, and Mr. Tucker.

COMMITTEE HELPS

Thanks to the enthusiastic aid of this committee, the project rapidly took shape. A representative of a real estate agency met with the students and discussed the problems involved in purchasing a building lot. The students soon discovered that there was more to selecting a site for residential construction than meets the eye. Then came the business of drawing plans and specifications. At this stage a local architect was called in to lend a hand. As the actual construction got underway, plumbers, electricians, carpenters and painters were brought in to answer the students' questions and to give assistance whenever the demand for a particular job exceeded the skill and training of the student worker.

Two of the high school students were interested in becoming electricians when they completed their high school education. These two lads were given the assignment of wiring the house. Working under the supervision of an electrician, they did the job so well that both have since been given full-time jobs with that electrician.

HOUSE IS SOLD

After the house had been built and inspected by local housing authorities, it was turned over to a real estate agency, which put the house up for sale. The proceeds of the sale were then turned into the special fund which the school had set up to finance the original venture.

The house, which was built by the 1949-50 junior and senior classes in industrial education, netted a modest profit, a bit more than $1200. But far more important than the monetary gain were the educational outcomes, which did not come out of textbooks or even panel discussions, which could come only out of actual experience. Among the end products of this adventure in learning in the Tyler school system were the following:

1. Because the members of the class worked three hours a day, five days a week, the students got a substantial taste of actual work experience.

2. The students gained the experience of working together, of sharing mistakes and successes.

3. They had numerous opportunities to accept responsibility and to carry out that responsibility to its logical fulfillment.

4. They gained considerable insight into the interrelatedness of the various skills and knowledges that make up the field of industrial education. They discovered that the carpenter is not indifferent to the plumber's problem, the architect and the electrician are not worlds apart.

5. The students developed a healthy respect for the dignity of labor.

6. They gained new appreciation of the meaning of taking pride in one's workmanship.

7. They acquired a new insight into the meaning of the phrase "a day's work for a day's pay."

8. The community got an opportunity to see public education in action in a simple, objective form that required no introduction, no interpretation, no reading between the lines, and no *donations*.

9. The community and the school were afforded many opportunities during the working out of the project to know each other better.

10. The school was given an opportunity to put its concepts and its technics of teaching to a real test.

Mr. Tucker is reasonably sure that he and his class have not done anything original. But he is still surer that he has hit upon a teaching approach that has teeth in it. And judging from the favorable expressions coming in from parents and community leaders alike, Mr. Tucker is not alone in his convictions.

Studies nature of GENERAL EDUCATION

PAUL A. TIERNEY
Public Relations Officer
State University of New York
Albany, N.Y.

STATE University of New York, under the general direction of President Alvin C. Eurich, is engaged in a new study of the nature and scope of general education.

State University of New York represents both a cross section of the state itself and an extremely varied grouping of educational patterns. It is a decentralized institution, consisting of 22 four-year colleges and 11 two-year institutes in 25 cities and towns in the state. There are two colleges of liberal arts, two colleges of medicine, 11 teachers colleges, and seven other professional colleges ranging from a college of agriculture to a maritime college. Locations range from New York City at one extreme to rural villages at the other.

President Eurich seeks to utilize this variety of points of view and objectives in the university's effort to arrive at a sound general education program. In early staff discussions of the project, he advised against the appointment of a committee limited to persons who were in any sense specialists in the field of general education. He believed that since general education was indeed general it was the concern of educators of every category.

As a result, the state was divided into geographic regions, and for each region a committee, including a representative of every college and institute within that region, was appointed.

The initial examination of the subject is now in the hands of these regional committees, each of which has as its members educators who represent a wide variety of fields. Specialist does not confer with fellow specialist; instead, the professor of education and the professor of medicine sit down with the professor of agriculture, the professor of mathematics, and the professors of varied technologies.

ONE AIM

These varied groups have one aim in common: the determination of what subjects in what fields of study should be taught to all students in all types of colleges, without regard to the vocation the individual students may ultimately pursue.

The committees are independent bodies, not in the least committed to finding facts to support a preordained theory but committed entirely to the business of arriving at their own judgments.

Edmund E. Day, formerly chancellor of Cornell University, is meeting with all groups as the university's consultant on general education and is representing the central administration of State University of New York.

At a recent meeting of the administrative heads of all of State University's colleges and institutes, Dr. Day indicated the nature of some of his personal views. He regards general education as basic education: the body of knowledge that should precede or accompany every and all manner of professional and vocational instruction. As a clue to what such basic education might include, he offered the suggestion that inquirers first determine what was the object in giving any specific course. What is the course supposed to do for the student? Does it achieve that result?

Dr. Day has indicated his belief that when the committees have reached fundamental decisions on what results should be sought, they can next determine what courses are most likely to produce such results. Thereafter, by giving examinations intended to measure the degree to which the results have been attained, they may hope to arrive at a useful and effective curriculum of general education.

Undoubtedly other methods of attacking the problem will be brought forward as the committee meetings continue. In this study, as in most others that are worth while, troublesome questions are more easily raised than answered. But State University of New York, in seeking a set of answers for itself, believes it has a great opportunity to serve all universities.

Very shortly, the regional committees will be brought together in larger combinations, resulting finally in a single university-wide committee. The study will continue through the winter.

Small high school has valuable

COMMUNITY RESOURCES

LLOYD H. ELLIOTT
Assistant Professor of Secondary Education
Cornell University

SAMUEL E. DUNCAN
State Supervisor of Negro High Schools
Raleigh, N. C.

SOME small high schools have given up trying to transplant the instructional programs of their city cousins to their own border. They have turned to look at the community about them for a place to anchor a secondary school plan of action. Some new success stories can now be written. Obstacles once thought insurmountable, have been turned into assets. But in most small high schools today it's the old story of traditional preventives to change: inadequate finances, inexperienced teachers, and the college prescribed curriculum.

However, with the increasing desire to place education in a setting that will show the fundamental relation between the school and the world in which it exists, there is an accompanying belief that the public high school should become more closely identified with, and make maximum use of, the human, social and natural resources of its community.

SLOWEST CHANGE

It appears that the small high school has been the place where change was the slowest. Improvement has come in the slowest possible way — through waiting for out-of-date, legendary pressures to mount. Progress has been made in the small high school, but in too many instances it has come in spite of, and not because of, the school.

Resource use education probably is a step toward the desired integration of school and community and, as such, may be expected to focus attention, particularly in the small school setting, on activities that will lead to more rapid improvement.

This recent development has for its major purpose the discovery, organization, conservation and utilization of the human, social and natural resources of a community or region so that *the quality of living of all of the people may be improved*. Because the small high school often is located in a small village or town, where life is less complex than it is in the urban or industrial area, there is a strong likelihood that the small high school may find itself one jump ahead of its overgrown counterpart.

A study of the opinions of 87 educational authorities in the United States* shows these authorities unanimously agree that the secondary school should make maximum use of community agencies when these have value for the instructional program. Furthermore, the same authorities believe that teachers and students should have a part in the selection of agencies whose services are to be used.

Adolescents are eager to understand the real things that lie about them. Natural curiosity may be most completely utilized in the student's own vitally alive community. Of course, the qualities of civilized living, *i.e.* fair play, tolerance, open-mindedness and good will, are learned in the intimate, friendly world of work and play.

Students' personal contacts with community agencies give them insight into functions, services and uses. No substitute has been found for such insight if we are to have an intelligent evaluation of all aspects of the community and the desire for a better life firmly ingrained in each maturing student.

Students' visits to and studies of the health department, public library, churches, farms, business establishments, public playgrounds and parks, highway maintenance stations, water department, hospitals, transportation system and banks are enriching experiences.

Through contacts with these and other agencies in the community, high school students may conduct surveys, cooperate with various groups in sponsoring worth-while projects, engage in elementary research plans, study employment trends, consider expansion for enterprises in the area, and engage in related activities that will enliven the instructional program.

Perhaps, in our efforts to establish the prestige of the teacher in a community, too little of this nature has been done and too much attention has been given to exploiting the public service nature of the teacher's work. Paying more attention to the agencies within the environment will place the emphasis where it should be — on the wholesome development of youngsters — instead of on the teaching staff. When the goals of education become identified with this kind of life in relation to community agencies, it is apparent that the excursions mentioned are an appropriate teaching technic for secondary school students as well as for pupils in the elementary grades.

QUESTIONS ANSWERED

When personal responsibility is identified as being inseparable from the responsibility of the group (since there is a common background of plans, hopes and aspirations), positive answers can be given to such questions as: Do school activities reach beyond the four walls? Do we seek to have our boys and girls concern themselves with improving their community, or with improving the life of the family of which they are a part? Does the school personnel — students and staff — actively cooperate with other agencies and groups in improving community life? Is attention given to the coordination of the work of these agencies and institutions?

With attention focussed on life adjustment education, the use of community data in enriching the curriculum may be expected to be identified more than ever before with education's meaning for each student. As guidance

*For more details, see Duncan, S. E.: The Utilization of Community Resources in the Instructional Program of the Secondary School, Cornell University, 1949 (unpublished doctor's thesis).

programs are developed and expanded, it may be expected that relations between classrooms and agencies will become direct and more life-like.

USING COMMUNITY LEADERS

The other means of possible enrichment referred to earlier, that of using community leaders to contribute to the instructional program, was overwhelmingly endorsed by the same educational authorities. Among the suggested ways in which they might be used are serving as resource persons in classroom activities, appearing before special school groups, including assemblies, to support community drives when the drives are educationally planned; helping formulate school policies, advising on special school problems, and, in its broadest sense, helping build the most favorable social environment possible for both young people and adults. These are the problems with which community leaders are presently concerned or which they have had to face in the past.

To use local citizens in the instructional program of the school is one of the real ways in which the ever-present problem of bringing life-like meanings into classroom subject matter can be solved. Youngsters are seldom inclined to esteem those things that teachers emphasize if respected citizens of the community give them only light hearted notice.

Many suggestions have been made for involving local persons and groups in the planning of improvements in the school's program. There are, likewise, many communities in which teachers serve as resource persons or active leaders in numerous adult groups. To add the other step that is suggested here would be only the logical completion of the circle of community life. Perhaps, in learning how to work together, our eagerness to be of service to community groups has blinded us to the great assistance that local leaders may give in helping youngsters understand life's problems.

In spite of the fact that leaders may not be numerous or agencies the least bit awe inspiring in the small community, the small high school holds a natural advantage as agencies and leaders are utilized to enrich the program. The bank cashier who can call half the students by their first names and recognize the others by family resemblances will find a personal interest in his talks on borrowing and lending money. Students, in turn, will recognize in such an individual one whose interest in their problems does not stop with a formal class visit.

In the search for a unifying factor in American secondary education, it is possible that the real force has been overlooked because it is so close at hand, namely, the environment of persons (leaders) and groups of persons (agencies) within the immediate reach of the school. The whole child of whom so much has been written is the youngster in association with the persons who make up his community. It is in this relationship that the high school student may be guided toward a recognition of his responsibilities in society and may see, also, how the necessary powers for discharging those responsibilities may be gained.

Perhaps as we perceive the ramifications of this concept, the facts and skills of the classroom may be evaluated in terms of their fundamental purposes in the student's life — effective living in the community of which he is a member.

PROBLEMS CAN BE SOLVED

Furthermore, the problems that arise, both of mechanics and of human relations, can be solved if they are subordinate to the goal sought. For example, flexibility in the schedule, which will permit students to go into the community and will permit leaders and groups in the community to come to the classrooms, can be maintained where school personnel understands and appreciates the goals. Other administrative problems are solved with even greater ease.

In the small high school the problems may be greater, but, likewise, opportunities will be more satisfying. It may be easy to dismiss the small community as having no agencies worthy of study and few leaders who can make a contribution to the educational program. When we inventory the range of possibilities, however, it is apparent that nearly every community in the country has facilities for banking, postal service, religious activity, merchandising and medical care and has welfare and service agencies and organizations. Almost every citizen in the community, regardless of age, makes use of all or most of these facilities.

Since little organizational red tape is necessary in the small high school, the curriculum can grow directly out of students' needs and interests, and community agencies and leaders can be used in a meaningful fashion. In fact, some schools may have overlooked for a number of years their most rewarding resources, namely, these agencies and leaders.



Visits to their local institutions are enriching experiences for the students. These boys and girls are learning about drugs in a hospital pharmacy.

PORTFOLIO ON SCHOOLHOUSE PLANNING

SECONDARY SCHOOLS

A 10 page portfolio contains descriptions of two new high school plants and one addition to a township high school building. Below is pictured an entrance detail of the new high school at Lewisville, Tex., described on p. 50.





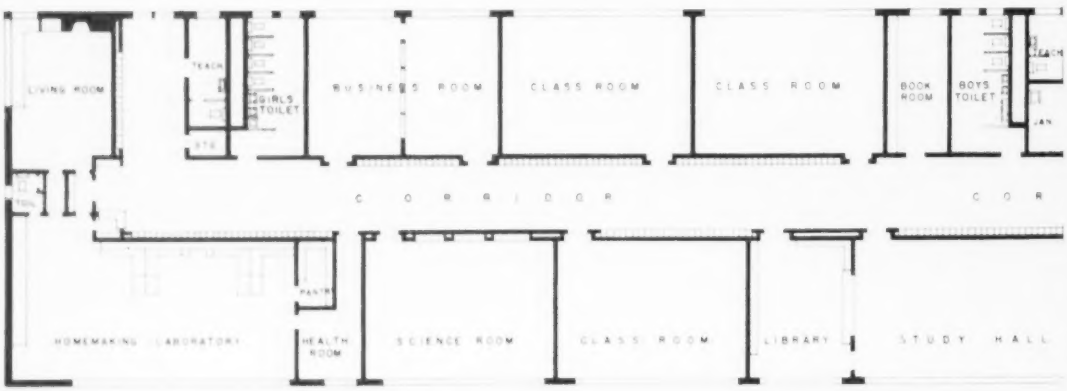
LIVING ROOM IN HOMEMAKING DEPARTMENT

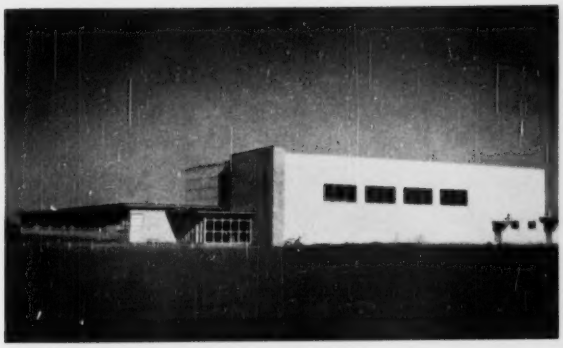
Home-like small high school built

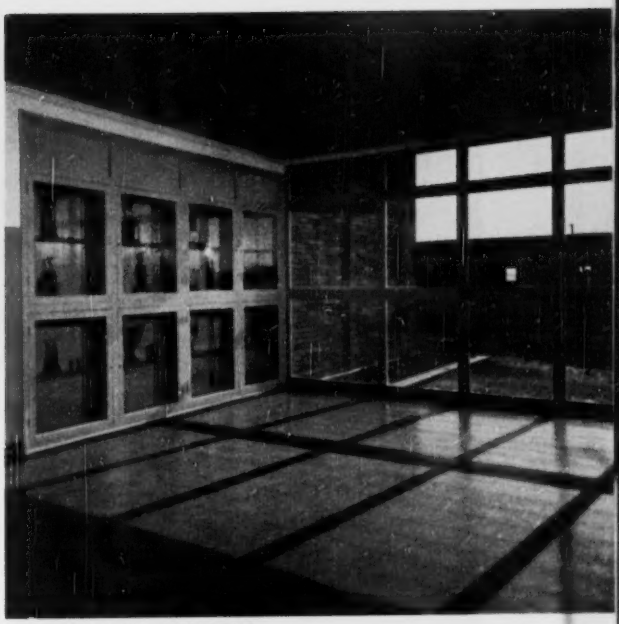
AT MODEST COST

STANLEY BROWN
Architect, Dallas, Tex.

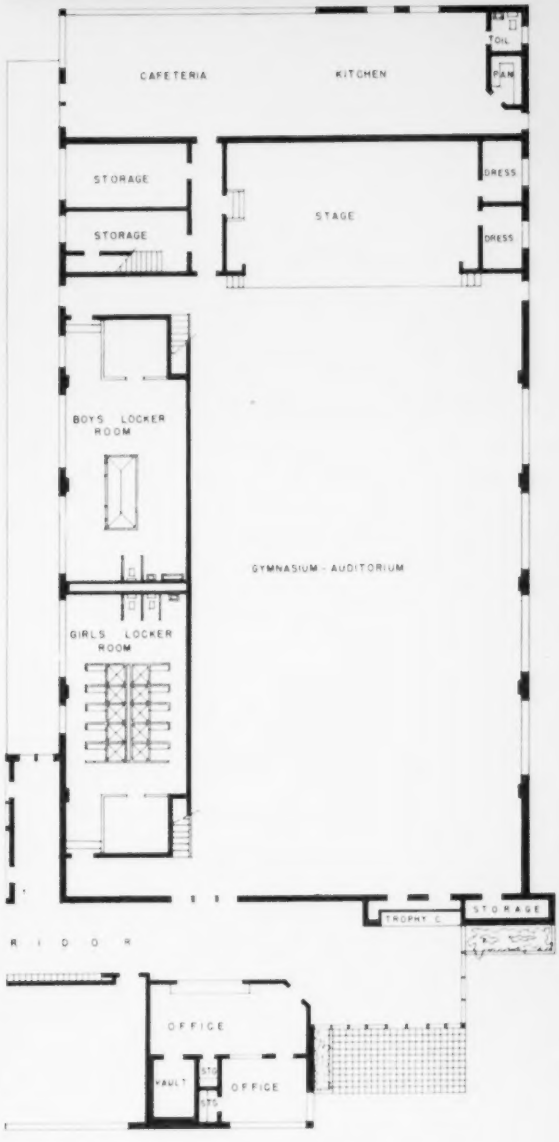
THE people of Lewisville, Tex., are proud of their new high school, and well they may be, for it was the hard work and perseverance of most of them that made construction of the building possible. The community has a population of close to 1000 people. By 1948 its high school was not only horribly antiquated, but also over-





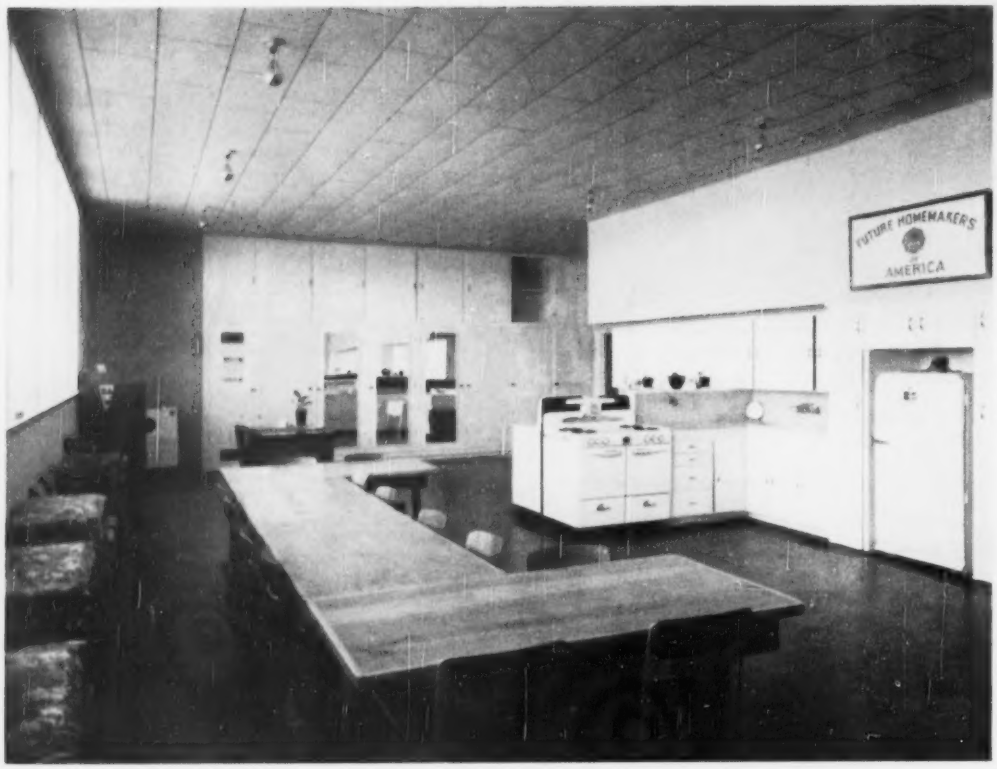


ENTRANCE HALL WITH TROPHY CASE



ONE END OF CAFETERIA





Lewisville High School gives real emphasis to homemaking courses. This laboratory accommodates courses in cooking, sewing and decoration.

crowded. The need for a new building was urgent, and the people realized the fact. They voted bonds amounting to $170,000.

The high school has an enrollment of 225 students, with a limited budget, no architectural frills could be afforded. My desire was to furnish the required space in a clean, honest building. Beauty was certainly a secondary consideration but, judging from the comments made about the school, beauty must have been attained.

EMPHASIS ON COLOR

In the new structure are an administration area, a library, a study hall, three classrooms, a business room, a science room, a complete homemaking unit, toilet facilities, a combination gymnasium-auditorium with locker rooms for boys and girls, and an adequate cafeteria. The building contains 22,000 square feet.

The classroom and cafeteria section is of brick veneer construction, with a slab on fill and a built-up tar and gravel roof. The walls are plastered, and the ceiling is fiberboard. All classroom and corridor floors are asphalt tile over concrete. The interior of the building is painted with scientifically correct but gay colors. The pretty colors probably explain much of the building's popularity with students and visitors.

The glazed entrance is low, so that the student is not awed by his surroundings but is invited by their intimacy. This openness lights the corridor and keeps it from having a tight, closed-in feeling.

In most schools the trophy case is an afterthought—a thing to be installed along with the furniture. But not at Lewisville. As long as schools compete scholastically and athletically and are awarded trophies, they are going to display them. The trophy case at Lewisville High School has been integrated into the entrance design, the display is lighted at night.

The combination gymnasium-auditorium has lightweight concrete block walls faced on the outside with brick. The interior walls are painted. Over the locker rooms are bleachers that will seat 500 people for athletic events. When used as an auditorium, the room will seat 1500 people. Although combining the gynasium and auditorium is an economy move, it usually entails loss of some desirable traits for both uses. Luckily, few have been sacrificed in this school. The acoustics for auditorium use is almost perfect.

The cafeteria is small because in this type of community most students find it convenient to go home for lunch.

HAS INTERCOMMUNICATION SYSTEM

A dual-channel sound system with radio and record player has been installed. It connects the principal's office for communication purposes with all classrooms and with the gymnasium.

The building is heated by gas fired unit heaters, ceiling suspended. Rooms are lighted by unenclosed silver bowl lamps in porcelain receptacles, ceiling mounted.

The total cost of the building, including architect's fee, was $157,000. The cost per square foot was $7.05.



MAIN ENTRANCE TO ZION-BENTON TOWNSHIP HIGH SCHOOL

ADDITION *provides Northern Illinois township high school with needed shop and gymnasium facilities*

WILLIAM A. GANSTER
Ganster and Hennighausen, Architects
Waukegan, Ill.

TO PROVIDE more nearly adequate gymnasium and shop facilities, an addition to the Zion-Benton Township High School, Zion, Ill., has been built.

The basketball court in the original building, completed in 1940, was smaller than the standard Illinois size, 50 by 84 feet, and lacked sufficient seating capacity for spectator sports. Also, because of an increase in enrollment, more facilities were needed for boys' physical education.

The new gymnasium is 104 by 104 feet. Folding bleachers on two sides of the room provide seats for approximately 1500 spectators. Total seating capacity of the gymnasium is approximately 2000.

The stage at one end of the gymnasium is a small one, intended not for dramatic productions but as a speakers' platform at commencement exercises and at community gatherings. The gymnasium was planned so that it can be used for exhibits, circuses, and general community activities. There are parking areas on the north and south sides of the new addition.

The head of the physical education department has an office near the gymnasium. The adjoining room, intended primarily for a training room, is used as a dressing room by referees officiating at spectator sports.

The boys' dressing room has its own outside door so that football players may go in and out without passing through the building. In the dressing room the boys hang their street clothing from hooks in boards suspended from the ceiling. They place their hats, if they are wearing hats, on the boards. The benches in the locker room stand on concrete pedestals; the floor has been kept as clear of equipment as possible so that it can be hosed down for cleaning.

A toilet, a basket room, and a gang shower adjoin the dressing room. In the uniform storage room clothing is hung from ceiling suspended equipment similar to that in the dressing room. The storage room is ventilated so that the uniforms will dry. An adjoining room is used for general storage.

Uniforms and towels are washed in the laundry room.

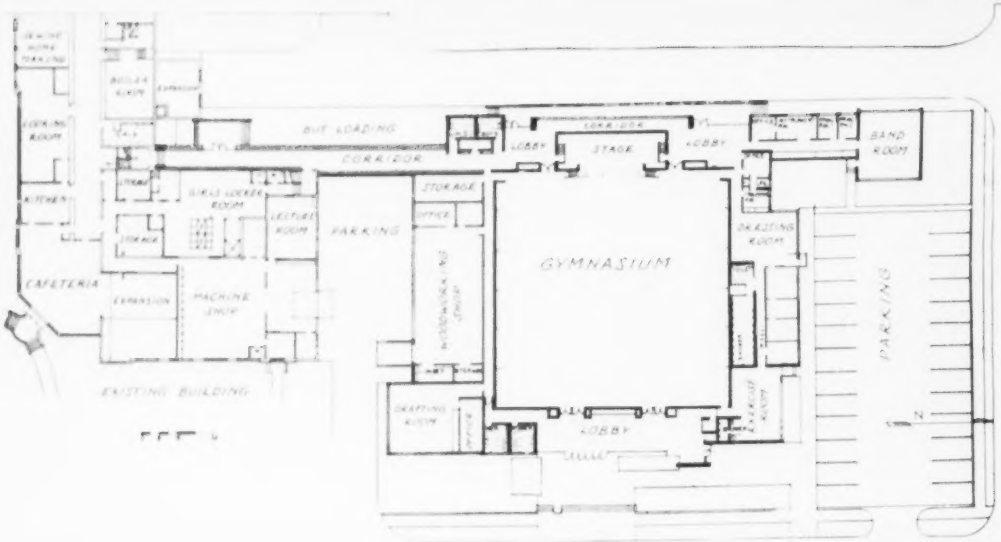
In addition to being used for the teaching of corrective physical education, the exercise room is used by visiting teams as a dressing room. It has its own shower and toilet facilities and an outside door.

In the entrance lobby are the ticket booth, a public telephone, and public toilets.

A storage room for gymnasium equipment is provided at the southwest corner of the gymnasium.

The old gymnasium, which is on the second floor of the original building, now is used for girls' physical education classes. No gymnasium facilities for girls are provided in the new addition.

Since it is located in an industrial area, there is a heavy demand for



Plan of one-story addition to two-story high school. Below: Gymnasium looking toward stage with folding bleachers in place on both sides.

industrial arts training in the Zion-Benton Township High School. And moving the shop areas to new, enlarged quarters has provided needed additional space for academic classrooms.

The former boys' locker room in the original building has been con-







verted to a machine shop, with its own tool and forge rooms. In the new addition are a drafting room and an office for the instructor. Storage space for instruments and for drawing boards is provided in the office. The woodworking shop, also in the addition, has its own lumber storage room and finish room and an office for the instructor.

Deliveries to the machine and woodworking shops may be made in the alley that runs between the original building and the addition. Each of the two shops has a large overhead door that opens on the alley.

A covered, heated passage runs from the original building to the addition. Recessed in the corridor walls are 285 new lockers. A door from the corridor leads to the bus loading area. At the new addition end of the corridor are girls' and boys' toilets, which are convenient to the gymnasium areas and to the shops.

An addition to the cafeteria in the original building and the music department in the new addition, although shown on the floor plan, have not yet been built. School officials hope that they can be added later.

The exterior walls of the addition are brick, and the interior walls of the rooms and corridors are glazed tile and concrete block. Ceilings are metal lath and plaster and plank, acoustically treated, and floors are either iron bound maple on 1 inch cork or asphalt tile.

Above, left: Uniform room where athletic equipment is hung up to air and to dry. The ceiling suspended racks in this and the locker room (above, right) mean that the floors are kept free for easier cleaning. The wood benches rest on concrete pedestals. Below: Drafting room with view into drafting office.

Cost of the addition was $423,000, or $15.50 a square foot, including fees and equipment. The building was occupied last January.

The addition was planned by the architects in cooperation with the principal, H. W. Pearce, and with the advice of the Illinois State Department of Public Instruction.





MAIN ENTRANCE, CROSSETT HIGH SCHOOL

INSIDE-OUT

SILAS D. SNOW
Superintendent of Schools
Crossett, Ark.

BOB COLLINS
Editor of Forest Echoes

HOMEMAKING LABORATORY



THE new high school at Crossett, Ark., was designed and constructed to fit the expanding curriculum and physical needs of the town as revealed by a five-year cooperative planning project.

Three factors were considered in the building of the school: (1) present physical needs, (2) possible future expansion, and (3) an ideal educational program. A survey by Dennis H. Cooke of George Peabody College for Teachers in 1945 revealed that plans should be made to house 800 pupils in Grades 1 through 6 and 600 students in Grades 7 through 12, and ultimately to increase the capacity of the school to accommodate 1000



Reinforced concrete building was designed and constructed to fit the expanding curriculum and to meet the physical needs of the community. The school serves youngsters in Grades 7 through 12. Surrounded as it is by new real estate developments, the new school will soon be centrally located.

PLANNING pays off at Crossett

ARKANSAS HIGH SCHOOL PLANT ON 13 ACRE CAMPUS IS FILLING NEEDS OF 600 STUDENTS



Soundproofed band hall in new building. On either side of the hall are acoustically treated practice rooms. The hall has two outside entrances.

pupils in the first six grades and 750 students in the upper six grades.

With this survey as a basis, and with as nearly an ideal educational program as possible planned, Harry Wanger, a Little Rock architect, was asked to design a building for Grades 7 through 12. His instructions were: "Make the building fit the educational program."

To the casual visitor the location of the campus may appear to be "out-of-the-way." However, the site was selected by Dr. Cooke and is in accordance with the city's building plan. The 13-acre campus will, because of the opening of new real estate areas, soon be centrally located in the residential sections.

The reinforced concrete building is of modern design. It has three stories at the north end and two stories at the south. It faces east. The building, which has 85,000 square feet of floor space, was constructed at a cost of $7 per square foot.

Long rows of fluorescent lamps assure adequate lighting on cloudy days. Also playing an important part in proper lighting are the pastel colored classroom walls. The school is heated by a hot air blower system that can be converted to cool the structure during the warmer months.

Chair desks are not littered by books or papers. Each student has a steel locker with a combination lock. These lockers are recessed in the walls of the hallways. The halls are 10 feet wide, and this width makes for less congestion when students change rooms. Also recessed in the walls is the recommended number of public drinking fountains.

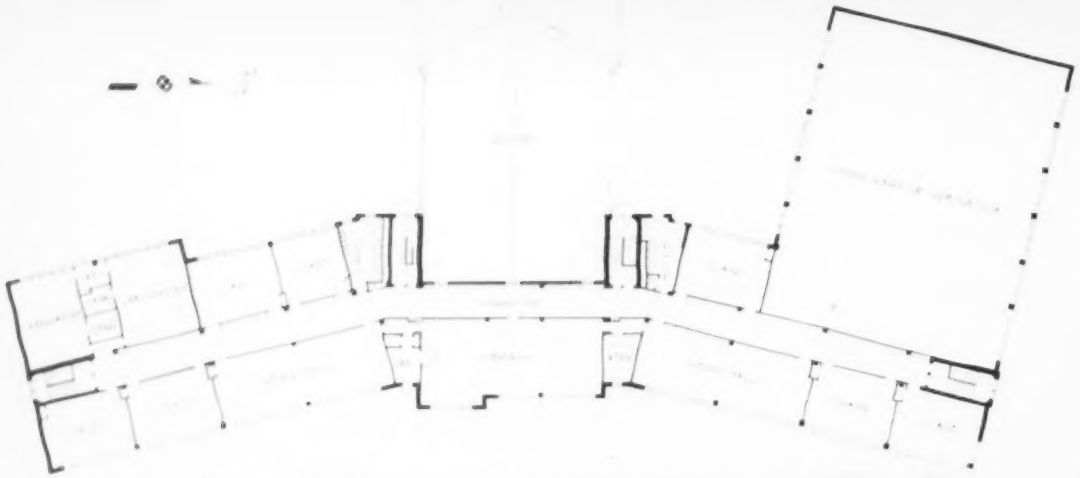
The corridor walls are of natural finished wood paneling, as are the offices of the faculty.

Of prime consideration in the construction of the building were safety factors. The entire structure is fire-resistive, and the wide stairways are fireproof and are entered through fire doors. No classroom door is located more than 50 feet from such an exit. Should the building burn all the students could seek safety on the stairways, which would protect them for a period of three hours.

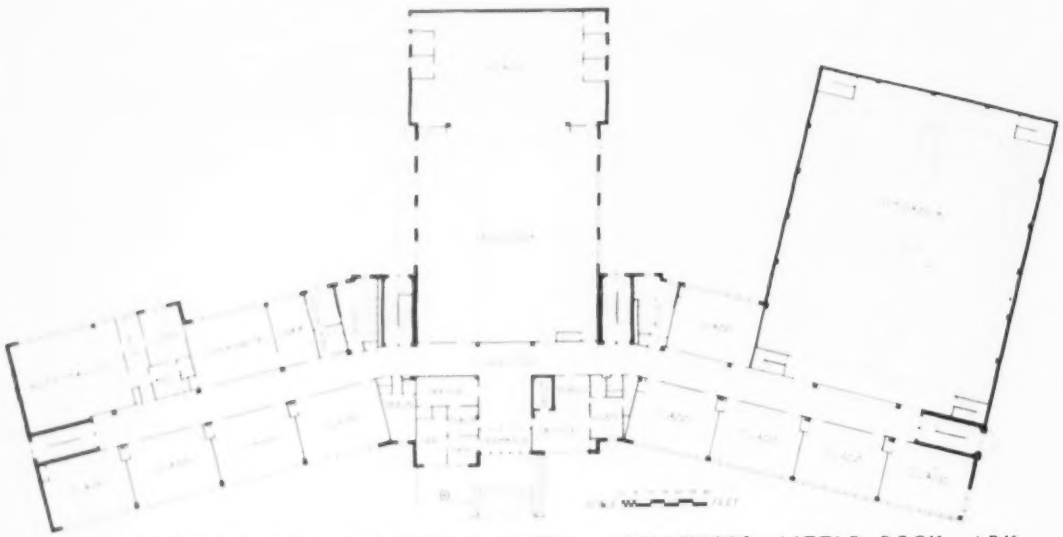
Located in the north wing on the ground floor is the music department. The band room is soundproof and of sufficient size to allow a full-scale rehearsal. Here, too, are located several individual practice rooms and storage rooms for instruments and uniforms.

This wing also houses a cafeteria in which approximately 500 students eat their noon meal. A separate dining room is used by the faculty.

The gymnasium dressing rooms are located in this wing and are connected to the main court, which is directly above them, by stairways at each end. The 106 by 86 foot gymnasium is equipped with fold-away bleachers that can seat 1000 persons. Two physical



PLAN OF SECOND FLOOR, CROSSETT HIGH SCHOOL, CROSSETT, ARK.



PLAN OF FIRST FLOOR. WANGER & SMITH, ARCHITECTS, LITTLE ROCK, ARK.

education classes can be conducted simultaneously on the two courts.

Also on the main floor are classrooms, administrative offices, and rest rooms. The first floor houses the home economics department, which has adequate equipment for the teaching of nearly all phases of homemaking. There are a completely furnished living room, a well equipped kitchen, and a number of electric sewing machines.

The commercial department is separated into two rooms by a glass panel so that one teacher can supervise both shorthand and typing classes. The library, 63 feet by 30 feet, is on the east side of the building. There is a separate room for book binding and repair. Other features of the building are a press room in which the student publication is prepared, a large laboratory, and a projection room for visual aids.

There are shop facilities and a school bus garage at the rear of the main structure.

The building was so designed that future expansion will be possible with a minimum of inconvenience. When necessary, two wings will be added. One of these will house an auditorium, and the second will house additional classrooms.

The effects of the new structure have been far reaching in the Crossett school system. Three elementary grades took over the buildings vacated by the high school, and thus are provided not only with sufficient space but also with a gymnasium and an auditorium.

The new building has instilled a feeling of pride in the students and has resulted in each student apparently feeling it his duty to help protect the building from damage and to keep it clean. The teaching staff has been able to carry out the educational program more efficiently because of the centralized system of supervision.

The large number of visitors, parents of students and many who do not have children in school, has increased

THE SOUTH POOLS RESOURCES FOR HIGHER EDUCATION

GUY C. MITCHELL
Professor of Education
Mississippi College

THE South is formally pooling its higher education in specialized fields and calling it the Southern Regional Education program. Thus there has begun a movement and there has appeared a new pattern in higher education that one might expect to have vast educational implications.

If two or more states separately cannot afford a good medical school, dental school, school of social work, school of nursing education, veterinarian school, or training in forestry, they can afford such a school by joining forces. Southern leaders have recognized for some time that they could not hope to set up on a statewide basis all the educational facilities needed. The Southern States have, therefore, worked out a pattern of cooperation and entered upon a mutual plan to help one another in developing a sound program of higher education. It is the first regional system of education established in the country.



Officers of the board of control are Clyde A. Erwin, Millard F. Caldwell, and H. C. Byrd. Mr. Caldwell, former governor of Florida, is chairman; Dr. Erwin, state superintendent of public instruction for North Carolina, is vice chairman, and Dr. Byrd, president of the University of Maryland, is the secretary-treasurer of the board.

HOW PLAN WORKS

Under the plan, the South's schools of medicine, dentistry, veterinary training, social work and other specialties are made available to more students over a wider area. The plan makes it possible for these institutions to admit students from other states, the students being accepted on the same basis as residents of the states in which the institution is located. Such out-of-state students are admitted in accordance with quotas worked out between the institutions and the states, through the program's board of control.

The institution receiving students for specialized training from other states is paid a sum of money for each such student, the money coming from a fund provided by the sending state through legislative appropriation. The funds are for the support or expansion of the institution.

Under the pooling arrangement, the university or college selects the students according to its own admission policies and standards. The states, however, certify students as eligible on the basis of criteria that they establish.

The facilitating agency for this program is the Board of Control for Southern Regional Education. Members are the governor and three members, one a Negro, for each participating state. The board has selected a full-time staff and has located its central office in Atlanta, Ga.

Nine public and seven private institutions in nine states are now participating in the contract-for-service phase of the program covering the three fields provided for at present—medicine, dentistry and veterinary medicine.

The expanding program of regionalism in higher education had its beginning in October 1947 at a meeting of the Conference of Southern Governors in Asheville, N.C.

One of the institutions affected immediately by the program was Meharry Medical College, a Negro institution at Nashville, Tenn. Meharry was experiencing financial difficulties at a time when the South faced an urgent need for more doctors, Negro and white. The regional program helped answer the need of the institution and the need of the region for more medically trained residents. In the year 1949-50, Meharry received $213,000 from the participating states through the regional program.

GOVERNORS INITIATE PROGRAM

The governors decided to create an extensive program of regional action for education. A resolution was adopted which authorized formulation of a compact among the states permitting them to pool resources to establish regional colleges and other higher educational schools.

Following the meeting in Asheville, a proposed compact was drawn up.

On Feb. 8, 1948, at Tallahassee, Fla., the governors of 10 states (Alabama, Arkansas, Florida, Georgia, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee and Texas) signed the compact to plan and establish "regional

educational facilities. Later they were joined by governors of five other states (North Carolina, Kentucky, Louisiana, Virginia and West Virginia).

The compact was to become effective when the legislatures of at least six states approved it. When the compact was approved, a Board of Control for Southern Regional Education was to be created, composed of the governors and two additional citizens of each of the participating states. The purpose of the Board of Control for Southern Regional Education was to "make studies, present recommendations to legislatures, and, in general, guide the development of regional services and schools."

Approval of the compact by Congress was sought. The House of Representatives voted in favor of the compact, 235 to 45. The Senate judiciary committee reported on it favorably, but the Senate, by a single vote, sent the resolution approving the compact back to the committee, ending the possibility of action in that session.

The legal consensus was that congressional action was not necessary, and development of the program proceeded without it.

Pending the approval of the necessary number of legislatures, the Regional Council for Education was incorporated, and offices were set up in Atlanta, Ga., in September 1948. It was a nonprofit corporation. The governor and two members from each of the 14 states were on the council. Later this number was increased to three members in order to make possible the appointment of a Negro representative from each state. Appointments to the council were made by the governors. Philanthropic foundations and governors of the states contributed to the support of the regional council.

BOARD OF CONTROL TAKES OVER

As legislatures of the various states met they began to approve the compact, appropriate necessary operating expenses, and appropriate money for the participating institutions. Although approval of only six states was sufficient for the compact's becoming effective, it was not long until 10 states had enacted bills committing them to participate. By the fall of 1949 the compact had been ratified by 12 legislatures.

Through action taken at Daytona Beach, Fla., on June 11, 1949, the regional council was, with the formal approval of the first 10 states, superseded by the Board of Control for Southern Regional Education. The board of control was authorized to administer funds from the states and to make payments to the participating institutions. Contracts are signed between the board and the institutions. Regional education thus became a legal entity.

Arrangements are made with established private and public institutions to provide for regional services. Early in the program's creation the possibility of establishing new regional schools was discussed, but this idea was abandoned. The program serves to strengthen present institutions and to broaden the areas they serve.

By October 1949 12 southern states had made available $1,526,000 for the support of regional education for two years ending in 1951. During the fall of 1949 there were 588 students who were enrolled in the various institutions under the program.

In return for making places available to citizens who are nonresidents, the contracting states make payments to the professional schools and universities in amounts of $1500 annually for students in medicine and dentistry, and $1000 annually for students in veterinary medicine. Although the student pays the normal expenses, he does not pay the out of state fees. The funds are paid by the various states to the board of control, which acts as a clearing house.

The program of southern regionalism in higher education is not limited to immediate pressing demands. In order to obtain broader investigations of needs in the region, state committees, groups of institutions, professional organizations, and public agencies are collaborating.

The Board of Control for Southern Regional Education already has authorized what promises to be one of the broadest surveys ever undertaken in the South. Scheduled to start in 1951, its purpose will be to produce on one side a comprehensive picture of the region's resources and opportunities for economic improvement and industrial and agricultural growth and on the other the needs for trained and educated manpower to produce the development. The results of the study will provide a realistic background against which educational programs can be developed.

In addition to expanding into new fields, such as forestry, nursing, social welfare work, and others, as the need is determined, the program may develop other patterns of regional collaboration in strengthening the region's educational structure.

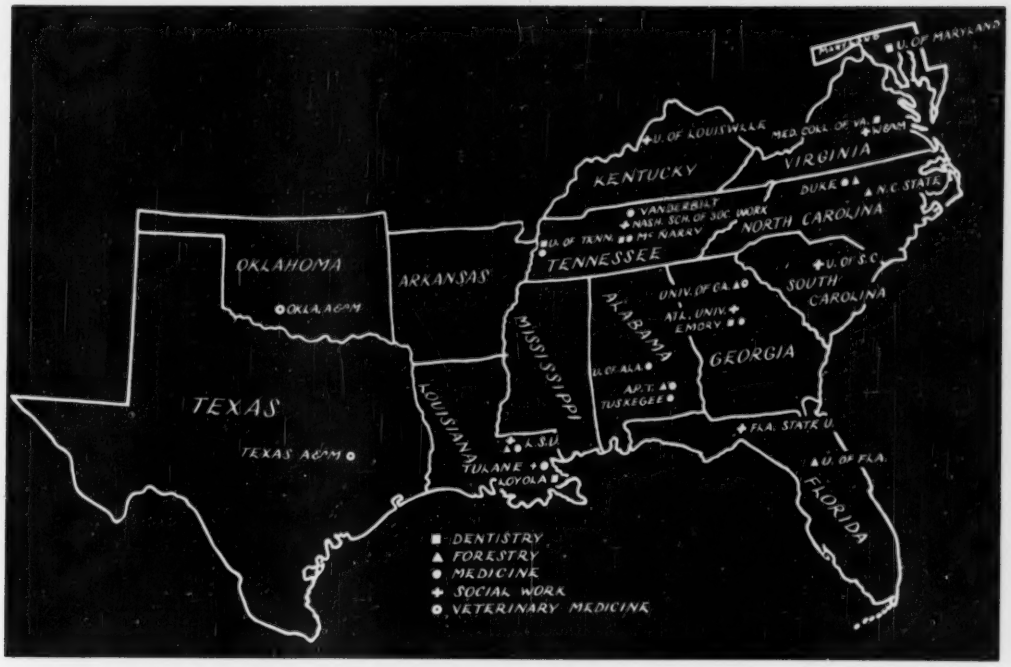
That structure is perhaps weakest of all in the graduate field, which produces the teachers, the scientists, the leaders. The challenge being studied now is how to develop across the region strong regional centers in certain specialties, centers that would draw support from a regional area and would serve students throughout that area. One state's institution would concentrate on one field, another's would develop a top program in another field, a third state would put its money and facilities in still another. The result would be that across the region the South would have a *total* graduate program equal to the best available anywhere in the nation. Through the regional collaboration, such a program would be available to students throughout the area.

Regional assessment of needs and means of meeting them may also lead to use of the South's noneducational facilities in helping to strengthen the educational picture. A commission of 10 prominent educators recently made a survey of the Tennessee Valley Authority and reported a wealth of highly trained personnel, libraries, scientific data, laboratories and physical equipment of a type not available on any campus. Preliminary surveys indicate a similar wealth of facilities at various public and private agencies or organizations in the South. Finding a means of linking these facilities to the graduate programs of southern universities would put new power into the region's educational machinery.

OTHER REGIONS MAY FOLLOW SUIT

Other sections of the country are following the South in respect to regional education. The governors of the Rocky Mountain region are taking cognizance of the scarcity in the Western States of medical, dental and veterinary schools and have begun thinking of a compact for that region. The meeting of the Board of Control for Southern Regional Education in Biloxi, Miss., in November 1949 was attended by a representative of the governors of the Rocky Mountain region.

On Nov. 2, 1949, a meeting was held in Denver at which representatives from Colorado, New Mexico, and Wyoming considered the specific question of providing regional medical fa-



Map of Southern States keyed to show contributions of the states in dentistry, forestry, medicine, social work, and veterinary medicine.

cilities. The presidents of the state universities in the three states, together with other educational, medical and legal experts from these states, adopted a plan to be followed until an interstate medical education compact can be worked out. The plan is scheduled to go into operation in 1951.

The Western Governors' Conference, at a recent meeting in Salt Lake City, considered the idea of regional action in higher education and adopted a statement that a cooperative plan among the Western States was necessary and authorized a committee to develop such a plan.

The New England States, too, are recognizing the advantages that might result from regional cooperation. Six New England land-grant colleges and universities have accepted regional planning in principle. They are the University of Connecticut, the University of Maine, the University of Massachusetts, the University of New Hampshire, Rhode Island State College, and the University of Vermont and State Agricultural College.

A report favoring regional planning was adopted by the presidents of these New England colleges at a meeting in Boston in February 1948, and the report was subsequently adopted in principle by the boards of control of the respective institutions. It was held that the frequent exchange of research data and perhaps of research personnel would result in great benefits to the individual states and to the region as a whole.

Further evidence of interest in regionalism in higher education is found in the fact that the National Conference on Higher Education has given attention to the movement in group discussions during recent annual conferences.

The system of regional education mitigates against one state's unnecessarily duplicating what others are doing. It also keeps some fields from being wholly ignored, as would otherwise be the case.

The Southern Regional Education program can be expected to stimulate and improve college and university facilities for both white and Negro students, because the studying and planning in connection with regional education will add to the general concern about education in the South. According to John E. Ivey Jr., director of the Board of Control for Southern Regional Education, the South, by planning as a region, can provide itself with the leadership, the imagination, and the skills that it needs. The southern regional program affords an opportunity for the South to overcome its dependence upon institutions in other regions for the training of leaders in many fields.

The regional program has the effect of stimulating state planning and evaluation of public and private resources and facilities because as a state enters in a region program it must take inventory of its needs and its possibilities for making contributions to the program. The privately endowed institution will, by the operation of the regional plan, receive assistance in obtaining financial support both in high cost professional fields and in other areas of specialization it can supply for the region.

The regional education program will make it possible for higher graduate work, heretofore limited in the South, to be expanded, made available, and participated in by many more students. The operation of such a plan will encourage a wider participation in graduate work.

Through the regional plan of higher education the South can build and develop not only graduate schools but also a system of professional schools that will equal any in the nation.



School principal places activities' funds in bag for custodian to take to the central treasurer.



Under supervisor's eye, student in high school bank accepts deposit from president of Future Farmers of America.

A workable system of

ACTIVITIES' ACCOUNTING

JOHN BUCKNUM
City Schools' Correspondent
Albany, Ore.

TO GET full value for every student activities dollar, a centralized accounting system is essential.

I. R. Halseth, superintendent of schools at Albany, Ore., and his staff, having reached this conclusion, set up, during the summer of 1949, the objectives they hoped to attain. They initiated their centralized accounting program at the beginning of the 1949-50 school year. Their main objectives were:

1. To centralize activities accounting.

2. To save time for principals, with no loss of program.

3. To eliminate duplication of effort.

4. To provide closer faculty supervision.

5. To eliminate errors in activities accounts.

6. To make it possible for school officials, at any time, to have an overall view of activities accounting and to know the status of any individual account.

7. To provide training for students in budgeting, *i.e.* planning ahead, and in accounting, *i.e.* keeping accurate records.

8. To furnish fine guidance and leadership to students through an interested faculty representative.

9. To provide proper identification of receipts in the records.

10. To attain a regular and frequent deposit of receipts from all activities.

11. To make all disbursements by check, from one authorized source, after a requisition procedure has been followed.

12. To provide a detailed and accurate record of all receipts and disbursements.

13. To reduce the time lapse before reports are sent to state agencies.

14. To provide the most in student activities at the least expense.

It may still be too early to determine how fully each of these aims has been attained, but wonderful progress has been made in less than a year. The plan has proved itself beyond expectations.

Before centralized accounting was begun, each student activity functioned separately, usually with student control of funds and often without proper faculty supervision. Even when the principals of the individual schools controlled the purse-strings on these many accounts, there was much duplication, waste of the principals' time, and lack of adequate over-all coordination.

Under the present program one instructor has two periods a day to de-



Pupils count bottles of regular and chocolate milk preparatory to their distribution to various grades. Milk is one account.



Central treasurer makes deposits of activities' funds in local bank; money wrapped by students.

vote to the banking system alone. He is the central treasurer, being in charge of the general fund, into which all revenue from every student activity goes. He is bonded for an amount equal to the largest sum that it is necessary for him to control at any one time.

The teacher-treasurer receives revenue from nine sources: five elementary schools, the junior and senior high schools, the shop fund, and athletics. These two last named funds are maintained separately because of their peculiar status.

To facilitate contact between the central treasurer and each of his sources of income and disbursement, a custodian makes a round trip daily in the school system's truck, leaving the main office each morning, stopping at all the schools, and returning to the central office again in the afternoon. Each principal has two locked money bags, which in turn may be locked inside a money box in the truck.

An intercommunication system of envelopes helps greatly in clarifying contacts between the central office and the various schools and organizations. Principals may thus send in money or a request for a check one day and the following morning receive their receipt or check.

All extra-class activity bills are paid by check, made out by the teacher-treasurer. A requisition comes into the main office with the signatures of both the organization's treasurer or sponsor and the school principal and with a designation of which account is to be debited. The central treasurer makes out the requested check, signs it and sends it to the principal the following morning. Since two signatures are required on the check, it is of no value until it is signed by the principal.

The city schools have adopted a good bookkeeping system, the central treasurer keeps the books in order at all times. This activities' account is audited annually by a certified public accountant.

The system now functions smoothly enough that constant close contact is possible between the organizations and the central accountant. It is the aim of the schools that a monthly financial statement be prepared for each organization's account. An annual statement is prepared following the yearly audit and is presented to each organization.

Ample opportunity is presented for the students to share in all phases of administering the extra-class activity finances but always with adequate faculty supervision.

To take part of the load from the central treasurer, and also to provide an opportunity for additional training of students, the high school maintains its own bank. Here the treasurer of the high school student body serves as teller, accepts deposits, gives out receipts, balances the cash daily, and takes the total deposits each day to the teacher-treasurer—in the same building—with an itemized deposit slip. The teacher checks the student's figures before placing the money in his vault to await deposit, along with other funds, in a single account in a downtown bank. Other students handle the cash receipts, the filing of requisitions, and cafeteria accounts receivable (for the convenience of teachers), and one serves as cashier in the cafeteria.

The types of accounts range from the milk and insurance funds, which every school has, to the 67 individual accounts operative only in the high school. These include: school annual, band uniforms, Future Business Leaders of America, Future Farmers of America, Future Home Makers of America, Forensic, Girls' Athletic Association, Hi-Y, intramural sports, music festival, Latin Club, Library Club, Order of the A, print shop equipment, and newspaper.

Albany's plan brings centralization and close coordination of all student activities throughout the seven schools in the system. It makes for smoother functioning and saves many hours each month for the principals. A clear picture of the over-all financial situation may be had on short notice.

This plan combines all the advantages of the general plan outlined early this year by Minard W. Stout, principal of University High School and associate professor of education at the University of Minnesota, with several specific adaptations especially fitted to answer Albany's particular problems.

Chalk Dust



WEATHER prophets make their autumn predictions on the supposition that October always has at least 20 "fair-weather" days. School administrators know better; for October is the month of broken femurs on the gridiron, broken heads at the first meeting of the Parent-Teacher Association, and broken promises from the harried textbook companies. There are few days of unbroken weather in October.

THE October almanac is governed by Scorpio, a little beastie of uncertain temper and antisocial habits. Scorpio sometimes gets so mad that he stings himself to death. The school superintendent can learn many things from this little arachnid who, barring the aforesaid temper tantrums, is not a bad fellow at all. The scorpion has one interesting feature. Unlike the young superintendent, he never sticks out his neck. Perhaps the reason is that he has no neck to stick out.

O sun and skies and flowers of June,
And June's wild bubble-bubble,
Ye cannot rival for one hour
October's tedious trouble.
Though June has graduation,
With buffets unforeseen,
It's just a calm vacation
Compared to Hallowe'en.

FOR the new superintendent of schools October is the month of honeymoon. He is grape-juiced and dined by hopeful parents, and the dirty dishes left by his predecessor are hidden away. It is not until later that he discovers he has taken on the same problems he left behind. It is not until much later that he finds the new school board is a replica of his former tormentor. It is not until much, much later that he wonders how he jumped from the frying pan into the fire. But, bless us all, October is a month when learning proceeds apace.

For the old superintendent October is just another month, with eight more to go. The census taker reports that the family has grown and needs more rooms, more clothes, and new curriculums. The superintendent discovers that his problems did not vanish in the heat of the summer, the leak in the roof did not grow smaller, and Mrs. Balter did not move out of the district. But, bless us all, October is a month when learning proceeds apace.

AUTOBIOGRAPHICAL

1—The Dodger

BACK IN Cattaraugus County when I was a little shaver, October was the big month of the year, for it signalized the annual County Fair at Little Valley. Mom used to write an excuse to get me out of school, and after Dad had shined up the old surrey away we would trot over Fish Hill and down to the Exposition.

One of the finest midway entertainments of those uncouth times was The Dodger. On payment of a dime, the lucky spectator was given three baseballs to throw at a hapless stooge who stuck his head through a battered backdrop. If the victim ducked in time, the capitalist lost his money, but if the aim was true and he socked The Dodger on the noodle, he received a cigar as a token of his prowess. In the interests of humane treatment, The Dodger was slightly protected by a large woolly wig, and probably his skull was plenty thick or he would never have taken the job, but I can remember remarking to Dad that "it seems like a darn hard way to make a living."

Fate must have grinned at my childish observation, for that is approximately what happened to me. Twenty-five years later I was elected a school superintendent. So far as I can see there is no essential difference in the two jobs except that The Dodger worked under strict rules. You couldn't throw more than three balls at him, whereas the number of brickbats heaveable at a school superintendent is unlimited. You had to pay for your fun in banging The Dodger, but where is the license fee for a shot at the school head? Finally, if a crack shooter came down the midway and tried to break up the show, he was ushered hence forthwith. No such benign protection is given the superintendent.

However, after years of superintending, I find that the job has its good points. It is always surprising how poor is the aim of the average brickbatter. The spectators always get hit enough to make it interesting. It is gratifying, too, to observe that most of the throwers don't really have their hearts in their work but are just trying their luck for the fun of it. Even when you do get cracked, it doesn't always hurt as much as you might think, and if you dodge with adroitness the applause of the multitude encourages you to renewed efforts.

« »

The kids last year who muffed the ball
O where are those poor lambs this fall?
They're in the world of work each day
At more than twice your weekly pay.

CAPITALS ARE CLASSROOMS . . .



. . . for seniors who are studying national and world governments

HOWARD D. CRULL
Superintendent of Schools
Port Huron, Mich.

TED B. SOUTHERLAND
Boys' Counselor, High School
Port Huron, Mich.

IN THESE days when the world is becoming increasingly smaller, we must continuously seek ways to expand the student's horizon and his responsibilities. We can no longer teach within the four walls of a classroom a comprehension of our government or of its position in world affairs. Students of every level learn best when they are properly motivated and when the details of planning are carried out under competent leadership and on a cooperative basis. With this in mind, we sent two groups of senior high school students to the national capital to observe our government in action.

One trip was made in October 1949 and the second one in May 1950. A third trip is being planned for October of this year. This time the destination will be Lake Success, N.Y., or Manhattan, where students will see the United Nations in action.

On the more recent trip 43 students and seven sponsors from the high school at Port Huron, Mich., left Willow Run airport at 6:45 a.m. and arrived in Washington, D.C., two hours and 15 minutes later for a practical study of national government. The trip, which was made by a chartered DC-4 plane, lasted three days and cost each student $60 and each sponsor $15.

This low figure included lodging at a tourist camp, meals at two of the best restaurants, the bus charter, and guide fees. Expenses for the entire trip were as follows: plane, $2100; meals, $360; lodging, $85; guide fees, $60, and bus charter, $90.

STUDENT INSPIRED

The idea of taking this trip came from students in an American government class instructed by Ted B. Southerland. During a discussion of the legislative branch of the government a student raised the question, "Why can't we go to Washington and see at first hand what we are reading about in books?" Mr. Southerland, who had helped other groups plan similar trips, planned the project with the students. The finished plan was endorsed by Principal M. J. Tomlinson and was approved by the faculty at one of its regular meetings.

Students in the two American government classes were given the opportunity to go on the trip. The remaining seats on the plane were taken by those whose names had been placed on the long waiting list. All students taking the trip were in either American government or American history classes.

While the entire group worked on trip plans, individuals were busy ob-

taining their own expense money. For some the $60 was a gift from relatives; others used their savings. Many students earned the money by baby sitting, doing housework, or clerking. None of the money was taken from the class treasury.

FOREIGN STUDENTS FAVORED

The May trip had an unusual feature. Three students of foreign birth who had come to Port Huron at the close of the war were sent to Washington with all expenses paid by the high school student council, under the direction of Marjorie Muhlitner, head of the social science department.

To organize the trip, a student chairman, secretary, treasurer and assistant treasurer were appointed, as were parent, transportation, telephone, reveille and squad committees. The secretary was in full charge of correspondence regarding plane fares, meals and reservations. The treasurers paid all bills while the students were in Washington, as well as the fares to the airline. (A total of $2255 in travelers' checks was handled by the two treasurers.)

The transportation committee engaged private cars and was responsible for the 50 travelers' arriving at Willow Run by plane time. The telephone committee put calls through to each student and to each driver at 5 a.m. to assure their arising. The reveille committee saw that everyone was up and ready to go at 6:30 each morning in Washington. Each of the nine squad leaders in the squad committee was responsible for five or six persons. All squads were checked before the students left one building for the next or before they boarded a bus. The committees worked harmoniously and capably fulfilled all assigned duties.

Many meetings were held during the four weeks of preparation. Even small details were covered carefully, such as clothing needed and which shoes would be most comfortable. The students were requested to carry their own hospitalization policies. The airline also offered insurance. Students were aware of the strenuous activities of the three days and were advised to remain at home if they felt their health was not equal to such a vigorous trip. At all times they were expected to be good citizens.

Each student was responsible for returning to his class at the end of the trip with complete notes on the topic assigned to him and general notes on all else. These topics were assigned according to the student's interest whenever possible. The Supreme Court was the assignment of the boy interested in law, while the assignment of the girl interested in art was the National Gallery of Art.

The parents' committee sponsored "Parents' Night." At this meeting the parents received a complete outline of the trip. During the latter part of the evening they talked informally with the trip sponsors. A movie, "Invitation to a Nation," obtained from the rental library of the University of Michigan, was shown, and coffee was served in the school cafeteria.

Plans were made for the local radio station to broadcast the time of the arrival of the plane in Washington and of its departure two days later for Willow Run.

The plane arrived in the capital at 9 a.m. That day from 9 o'clock until 10:30 p.m. the students visited Mount Vernon, Alexandria, the Masonic Memorial, Christ Church, the U.S. Naval Observatory, Washington Cathedral, the Franciscan Monastery, Lee's Mansion, Arlington National Cemetery, the Tomb of the Unknown Soldier, the Washington Monument, and the Congressional Library. These tours were made by chartered bus and gave the students a good introduction to Washington.

The following morning the tour of the capital was continued, the students saw the Capitol, the Botanical Gardens, the Supreme Court, in whose cafeteria the students ate lunch, the Smithsonian Institution, the National Gallery of



Art, the Folger Shakespeare Library, and the Lincoln and Jefferson memorials.

Next morning the itinerary included the Lincoln Museum-Ford Theater, Peterson House, the F.B.I. building, the Bureau of Printing and Engraving, the Commerce Aquarium, and a tour of the national airport. At 6:00 p.m. the group boarded the plane for Willow Run.

Visits to the House of Representatives and to the Senate were fitted into the schedule as feasible, as were the visits with a congressman. The group last May spent half an hour in the Senate listening to Senator Humphrey speak in defense of the Marshall Plan. In the House the group listened to a debate on the multi-billion dollar bill for government operation.

On each trip the students visited with a nationally known news commentator and a government official who discussed with them problems of the day.

It should be understood that these trips are not graduation trips. We do not favor graduation trips, the psychology of which is basically one of celebration. Our trips are planned to give the students knowledge; this psychology pervaded the planning, the actual experience of the trip, and the consummation of it. We of Port Huron High School believe it was invaluable.

CREATES MUTUAL RESPECT

The student tour cuts across school cliques and groups. It makes each student more tolerant of the others. Too, it brings students and faculty together. One of the teachers remarked, "I seem to be more popular since I accompanied the students." Fifty people can't live together three days through the most tiring of circumstances without realizing that both students and faculty members are human beings—and swell sports.

Each trip has been valuable to the school, for the students returned with not only the material but also the desire to share it. Success of their one-hour broadcast is further indication of the educational value. A tape recording was made and is available to anyone in the community requesting it. This material compiled from notes made a composite picture and is currently used in various classrooms.

It is important to note that each trip has been planned and carried through by the students. The counselor steps in only when he is actually needed.

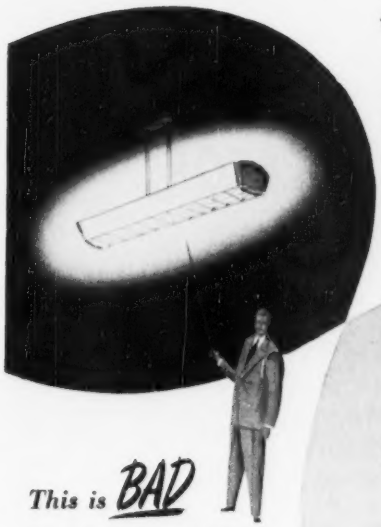
These 86 students realize more fully the enormity of our American government and the complicated processes of law. They have seen the labor that goes into the making of a dollar bill or of a hundred dollar bill, and the importance of F.B.I. work. They have seen beautiful architecture such as few other American cities possess. But most valuable is their new respect for democracy. Actually seeing the flag flying over the Capitol filled them with an ever deeper love of country and an understanding and appreciation of its leaders. Today's students are tomorrow's leaders. May we respect them!

How the Wakefield STAR provides

Brightness Balance

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Brightness Balance

When the luminaire is too bright you get harsh contrasts in brightness between the luminaire and its background. To control these contrasts and achieve adequate brightness balance, the selection of proper lighting equipment is vital.



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The Wakefield STAR is a luminous indirect fluorescent luminaire that provides a "smooth" distribution of light on horizontal, vertical and other plane surfaces—well inside contrast tolerances of the eyes—but with adequate modeling shadows for three-dimensional seeing. It has a translucent plastic reflector which distributes the light in such a way that the ceiling and the luminaire have approximately the same brightness. Thus the brightness ratio of luminaire to ceiling is virtually unity. This is the special characteristic of the STAR which has resulted in its being consistently installed in Co-ordinated Classrooms as developed by Darell B. Harmon.

For detailed information on the STAR and for competent assistance in planning Co-ordinated Classrooms, write to

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BASIC FOR COORDINATED CLASSROOMS

Audio-Visual Aids

Five schools in supervisory area share services of COORDINATOR

HAROLD C. CRITTENDEN
Principal, Armonk School
Armonk, N.Y.

THE establishment of an organized audio-visual program in several schools of the second supervisory district of Westchester County, New York, this year grew out of a definite need for a better organized program.

The principals desired that someone relieve them of the administrative and supervisory work connected with audio-visual education. Most of the teachers, both experienced and inexperienced, needed to be trained to evaluate and to use audio-visual materials and to gain a working knowledge of equipment. Materials on hand had to be compiled and cataloged. Much time was required for clerical work connected with booking rented material so that it would be available when teachers wanted it. Also, the work of scheduling the use of materials and equipment needed study and coordination.

AUTHORIZED BY LAW

The district's cooperative audio-visual program is possible because of a law passed by the New York State legislature in 1948. This law authorizes the establishment of intermediate school districts, consisting of combinations of such present school districts as, in the judgment of the commissioner of education, are sufficiently large and suitable geographically and have sufficient pupil population and financial support to pay for cooperative services.

The legislation provides for the establishment of boards of cooperative educational services, pending the creation of intermediate districts. It allows school directors, boards of education, and school trustees of any present supervisory district to petition the commissioner of education to permit them to elect a board of five members to carry out a program of shared educational services in the schools of the supervisory area. This program may provide instruction in such special subjects as the commissioner may approve.

The local districts receiving the services contribute the cost to the cooperative board at the beginning of the school year. State aid is given to the board on the basis of the programs of the previous year. After administrative expenses are deducted, the local district receives the remainder, which, for our particular district, is nearly one-half of the expense of the services.

This program gives the teachers employed under it security of position, assurance of full-time employment, and salary payments from a single source, with one withholding tax deduction. As a result, good teachers are attracted by the positions, and the schools are assured of well trained and, many times, experienced personnel to give the services. To compensate for their transportation expenses, these teachers usually are given $200 a year in addition to their regular salaries.

In the second supervisory district of Westchester County, the audio-visual coordinator, Richard Hubbard, works in five schools. He spends two days in one school, one day in each of two schools and half a day in each of the other two schools. Mr. Hubbard's work is supervised and directed by the individual principals of the five schools, who have delegated most of the administrative and supervisory duties of the program to him. The coordinator also is a consultant for some of the smaller schools in the area, under the direction of the district superintendent.

In-service training is carried on at teachers meetings to give teachers the basic concepts of the use of materials and equipment and to help integrate this use into the curriculum. Because of the limited time Mr. Hubbard spends in each school and the necessity of holding teachers meetings after school, progress is slow. However, individual teachers are given help, before and during school hours, as they need it. Teachers are encouraged to help one another. In many cases the big sister idea is used and is helpful, especially to the inexperienced teachers.

Under the direction of the coordinator, the teachers, as a committee, are compiling and cataloging present materials. This is a continuing process as it includes the evaluation and selection of new and needed materials. It acquaints teachers with available material and gives them experience in evaluating these materials for use in their units of work. Teachers are encouraged and released to attend film previews and equipment demonstrations held by the Westchester County Audio-Visual Council, of which most of these schools are members.

2000 BENEFIT

Approximately two thousand children benefit from this joint program, and it includes all of the grades from the kindergarten through the ninth year.

Each school building has at least one 16 mm. sound projector, one filmstrip and 2 by 2 slide projector, one standard stereopticon, one opaque projector, one portable loud-speaker unit, several record and transcription players, and several AM radios. FM radios will be purchased as soon as suitable programs are available in the area. Tape recorders are being acquired for use in English and music and for recording broadcasts not otherwise available for classroom use.

The use of this equipment is scheduled by the coordinator; it is available

The New AMPRO Stylist
16 MM SOUND PROJECTOR
Is a Teacher's Dream Come True!



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WEIGHS ONLY 29 LBS. COMPLETE ...you can carry it from room to room with ease.

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A comparison by your School Board will show the Stylist to have all the high precision—give all the fine performance of $500.00 projectors. Yet the revolutionary Stylist costs only

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whenever the teachers want it, with a minimum of conflict.

While the auditoriums in all of the schools may be darkened, they are used as projection rooms only when a large number of children are to see a film. In most of the schools the auditorium is used for a gymnasium also and is scheduled nearly all day for physical education and English speech and dramatic classes. If we use a portable hooded screen and pull the ordinary window blinds, satisfactory projection is possible in classrooms, except for opaque projection, which requires complete darkness. Classrooms, of course, have the necessary ventilation, and there is enough light that upper-grade children can take notes. Heavy equipment, which is mounted on castered stands, can be moved from room to room with little difficulty.

In every school there is at least one room that can be darkened for projection purposes. This is used occasionally for opaque projection, but in the schools in this project more than one projection machine is in use much of the time, and one or two equipped rooms would not be enough.

Of course, nonprojected aids and present-day audio equipment require little room preparation for their use. With them the greatest problem is to keep enough machines on hand for the classroom needs of the teachers.

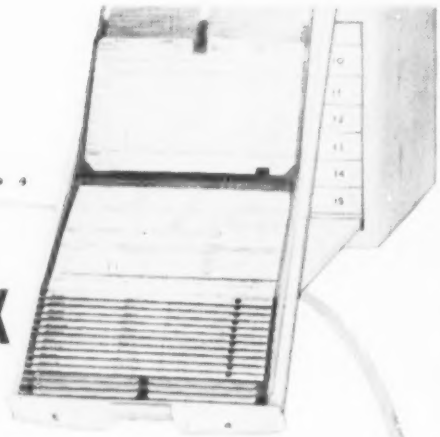
All of the teachers are taught to operate the equipment, however, a few pupil operators are trained and frequently assist a teacher or operate machines for a substitute teacher.

Of the $45,000 being spent in the supervisory district for shared services this year, $3750 is used for the audio-visual program, on the basis of $750 for one day per week. This is about $1.88 per pupil for the year. For this cost, these schools, large enough to need a coordinated program but not large enough to employ a full-time coordinator, are receiving services that will help meet their needs and give them the maximum good out of the vast number of materials at hand and available at a nominal cost.

We hope that, in passing along the plans and procedures of our organized audio-visual program, we may encourage and help other schools similarly situated to explore the possibilities of cooperative programs. Perhaps other states have made shared services available with grants of financial aid. If not, schools can mutually agree to employ a part-time coordinator if they can find a candidate who is willing to take the risk with the separate boards of education.

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Four thousand Brazilians are enrolled in courses given by radio. The instruction is dramatized by a teacher and two or three pupils in a simulated classroom.

Other programs explain the lives and works of favorite composers and dramatize the lives of those who have contributed to the welfare of humanity. An effort is made to promote international cooperation by presenting glimpses of the cultures of other countries.

There also are three types of practical, informational programs for rural areas, one for children, one for farmers, and one for housewives.



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Tape Recorder

Two models making available two speeds . . . 3¾″ per second and 7½″ per second.

Quality tape recording

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Conducted by Mary DeGarmo Bryan

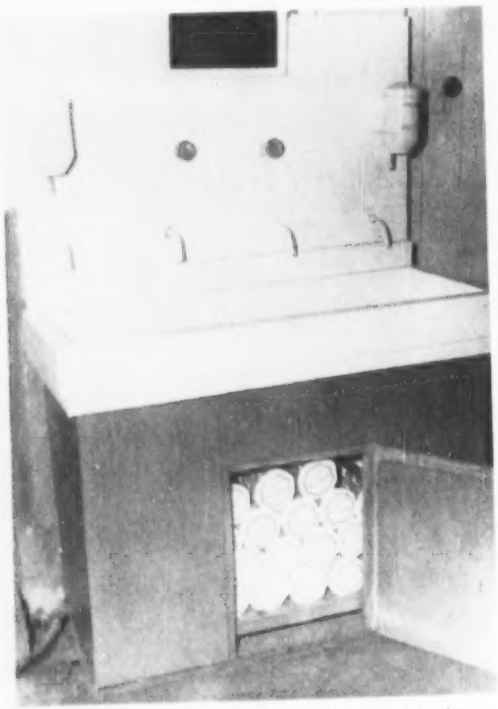
Simple device solves HANDWASHING PROBLEM

RALPH D. FELTON
Principal, Middleburg School
Dennison Township School District
White Haven, Pa.

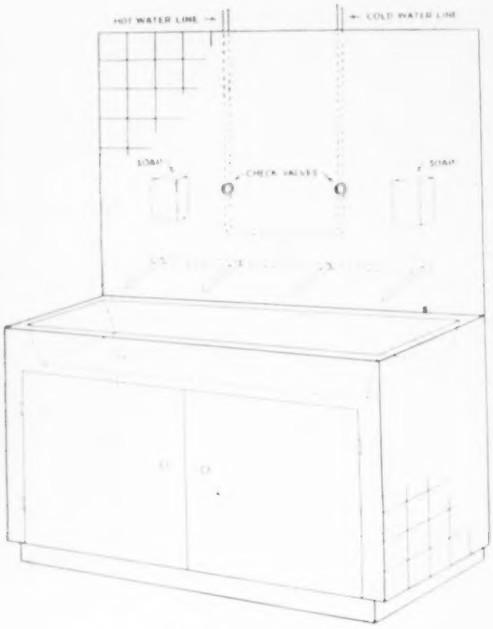
MUCH of the instruction presented in health and hygiene classes in the average elementary school consists of teaching rules about health. Many of these so-called "health rules" have been developed around the problem of cleanliness. Great attention is usually given to the importance of washing hands before eating, and special emphasis is often placed on the dangers that may arise from unclean hands.

Doubtless most large schools with adequate lavatory facilities are able to cope successfully with the handwashing situation and to put into practice the rules of cleanliness taught in the classroom. On the other hand, small schools with limited finances and overcrowded buildings often find that washing hands before meals, or at other times, creates an administrative problem that is not easily solved. In fact, handwashing by all pupils before meals has not become a reality in many schools because of the lack of proper facilities.

Telling children what to do without providing them with an opportunity for doing it is just as futile in teaching health habits as it is in teaching other classroom skills. Actual improvement comes about only through the constant practice of a skill. Hand-



Towels are stored under the washer so that they are easily accessible for distribution to pupils.



This simple handwashing device used at the Dennison Township school can easily be constructed.



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When you serve your guest one of these delicious Sexton juices, you have given him all there is . . . the full flavor, the sparkle, the vitamin value. These true fruit juices are brimming with stored-up energy. Stock a full variety and be prepared.

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HERE'S HELP where you need it—in kitchen, salad preparation, dishwashing department and bake shop—sponsored throughout by the familiar Hobart trade mark. And food service men the world over will tell you what *that* means. It means tops in machine construction, dependability and endurance. It means Hobart cleanness in design and performance. It means Hobart service (the most extensive in the world!).

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Choose from the widest selection of food, kitchen and bakery machines in the industry, available in the widest choice of models. There's convenient Hobart representation—to show them today and serve you any day.

Hobart *Food Machines*

THE HOBART MANUFACTURING COMPANY • TROY, OHIO

The World's Largest Manufacturer of Food and Kitchen Machines

washing before the noon meal has become a reality for pupils who attend the Dennison Township elementary school as a result of the ingenuity and cooperation of the teachers and directors of the school district. Washing hands at regular intervals is an accepted routine of the school day.

The Dennison Township consolidated school is a small elementary school situated in a rural setting near White Haven, Pa. The enrollment of the school is approximately 100 pupils, and the teaching staff consists of a teaching principal, two teachers, and a part-time nurse. Although the school is small, an effort has been made by the school board and teachers to develop a modern curriculum. Since the philosophy of the school is built on the concept that children learn by doing, health instruction is augmented whenever possible by pupil participation in health activities rather than through the presentation of health information alone. As a result of this philosophy that children learn by doing, the school is now providing an adequate meal at noon to supplement instruction in nutrition and to give actual practice in good eating habits and better table manners.



When all the children were seated around tables covered with shiny white oilcloth, the need for handwashing facilities was apparent.

HOT MEAL PROVIDED

Many children who attended the Dennison Township school in years gone by found it necessary to carry cold lunches, since many of them came by bus or walked long distances to school. In the fall of 1947 the teachers, with the encouragement of the school board, decided to provide some form of hot meal at school. The first lunches consisted of hot soup and bottles of milk sold to the children at cost. Necessary equipment was provided by the school district or was donated through the efforts of the Dennison Township Community Association, a group of interested citizens who had dedicated their efforts to promoting the interests of the school.

Soon after the program was started, the county superintendent of schools, E. S. Teter, pointed out to the teachers that they could easily expand the program by applying for assistance under the National School Lunch Program being sponsored by the Pennsylvania Department of Public Instruction. The school was accepted as a participant in the national program. This, without doubt, was one of the most important steps ever taken by the school in improving its curriculum.

The benefits to this small school of an adequate meal at noon have been great. Before the lunch program was adopted, many of the children in poor families were undernourished because of insufficient diets. Within a few months after the program was inaugurated there was a decided improvement in the physical condition of children enrolled in the school. Gains in weight and general health were most gratifying. Colds and minor ailments decreased, and the percentage of attendance is, at present, the highest it has ever been in the history of the school.

CLEAN HANDS NEEDED

Administrative difficulties soon arose, however. With the introduction of the school lunch program came an emphasized need for clean hands. Formerly, when children ate their lunches by themselves or in isolated groups scattered about the classroom, dirty hands did not attract much attention. With everyone seated around tables covered with shiny white oilcloth, unclean hands became very noticeable, and soon both pupils and teachers realized that something had to be done to improve the situation.

At first small wash basins and cold water were used for handwashing, but this method presented difficulties from the point of view of efficiency and sanitation. In the first place it was difficult to get children to wash their hands thoroughly when the weather was cold. In the second place the use of common wash basins does not appear to be a sanitary practice. In the third place emptying and refilling the wash basins take time. The teachers presented their difficulties to a sympathetic school board, and as a result a handwashing device was installed along with a hot water system.

This handwashing device, which was described briefly in The NATION'S SCHOOLS for October 1949, is of simple construction and was installed at small cost. Water is supplied from a deep well on the school property, and an ample amount is available merely for the cost of pumping. The device is an adaptation of the water mixer used in the ordinary kitchen sink.

DEVICE SAVES TIME

The device for washing hands is both efficient and time saving. Sixty or 70 children can complete the task in five or 10 minutes. The device is located near the door leading from the classrooms to the lunchroom. It contains four outlets for washing, but we could increase that number by extending the length of the distributing

pipe and the catch basin. In fact, we could easily enlarge the device to accommodate many more pupils, either by increasing the size of the unit or by adding more units.

The efficiency of the handwashing device is increased because two pupil monitors regulate the temperature of the water and distribute towels. The paper towels are stored under the washer and are easily accessible for distribution. Monitors precede the other members of the class to the handwasher, where they regulate the flow of water and then stand near by to give each child a towel as he leaves the washer. Powdered soap is supplied from dispensers located just above the water outlets. Children are instructed to wet their hands before adding the soap powder. After soap and water have been thoroughly rubbed into the hands, the hands are rinsed under the running water and the child is furnished with a towel. As soon as he has finished drying his hands, the child deposits the soiled towel in a conveniently placed waste container and moves on into the lunchroom. Beginners receive special instructions from the teacher, who explains to each child the most efficient handwashing technic. All children are encouraged to be economical with paper towels, and frequent checks are made to determine whether towels are being wasted. Monitors and teachers make periodic examinations to be sure that the job of washing hands is being done



with satisfactory results. Children soon learn to feel responsible themselves for washing their hands thoroughly.

The teachers of the Dennison Township school believe that the children enjoy using the handwashing device. Most children now take it for granted that they must wash their hands before eating their lunches. There is little or no attempt on the part of pupils to avoid this responsibility.

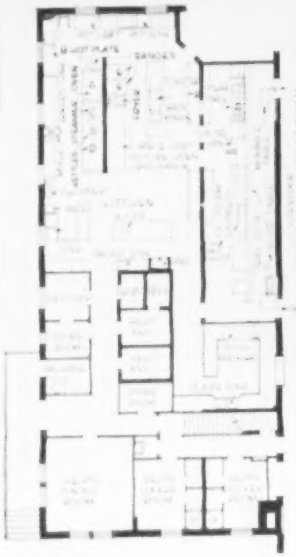
The handwasher is also used at other times of the day. Children who have dirty hands at the end of recess periods are sent to the handwasher before they enter their classrooms. The teacher in charge usually takes her group of pupils directly to the washer and personally supervises the additional handwashing. The teacher also is responsible for leaving the handwasher in a clean and sanitary condition after her group has finished using it.

The handwasher is conveniently located between two doors, one leading to the classrooms and the other leading to the playground outside. As a result, the use of the device during recess periods does not interfere with the routine of the lunchroom, since the children come in at one door and



leave by the other without going through the lunchroom. Without question, this simple administrative device has solved the problem of keeping hands clean at the Dennison Township elementary school.

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DISCOUNTS are a secret of school budget savings

ERNEST W. FAIR
Bristow, Okla.

DISCOUNTS are deductions from a price or a bill. They are therefore profits to any school management. The full knowledge of how to use and take advantage of the varied and many types of discounts and their application to and with invoice terms can mean extra savings in the school budget every year.

This article presents methods school business offices should use to make certain that when they buy school supplies and equipment they fully realize their share of savings from discounts. Even the smallest school business office can profit from these pointers.

In general, discounts and invoice terms can be divided into two broad classes: terms of sale and terms of payment. The former stipulate the conditions under which merchandise is sold and specify the quantity, trade and



seasonal discounts offered to the buyer. The latter specify conditions under which the buyer is to make payment, offer him concessions, and sometimes set forth penalties for failure to pay bills when due.

Trade discounts are special concessions to induce a school to buy, or they may be a general reduction in price given to different classes of school operation. These are expressed as a percentage reduction or series of percentage reductions, such as 20, 10 and 5 per cent, from a quoted base or list price. The series of deductions are to be taken in sequence; that is, each deduction is computed as a percentage of the preceding balance rather than of the billed amount.

CURRENT DISCOUNTS

We can often demand and obtain discounts of varying nature on a falling market. Sometimes a supplier will add another discount to the series quoted to compensate for such damage in the market and to enable him still to use old price lists. Wise indeed is the buyer who makes certain that he is actually doing business not so much on a "current" price list as on a basis that includes the current price list *and* current discounts.

It is also wise to give considerable thought to trade discounts in making any comparison of price between two items of equipment a school may have under consideration. Merely accepting quoted list prices without any query as to possible current discounts can easily result in a school's overlooking a favorable purchase.

Discounts have long been offered as an inducement to increase quantity purchases of supplies at a given time. Eagerness to "earn" such a discount should be held in check while the net saving is analyzed and compared with the possible cost of tied-up capital and the possible loss through depreciation, deterioration or other changes that completely offset any gain from the discount.

Such quantity purchase discounts generally are offered as either cumulative or noncumulative. Cumulative discounts apply to purchases during a given period; noncumulative, to individual shipments or sales. This factor also should be checked closely.

There are four general methods of stating quantity discounts in common use throughout business. They may be based: (a) on the value of the entire order, (b) on the number of units purchased, (c) on the size of the package bought, and (d) on "free" or "bonus" goods, whereby customers are given one or more units free with the purchase of a specified quantity.

The Robinson-Patman Act specifically prohibited price discriminations



or price differentials which exceed "the difference in cost of manufacture, sale or delivery resulting from differing method or quantities in which such commodities are to such purchasers sold or delivered." Since its passage companies have tended to offer quantity discounts that are more representative of savings effected through quantity sales.

A school often has the chance to obtain seasonal discounts in purchasing materials, *i.e.* those granted for ordering or taking delivery in advance of the normal buying period. Any school making such purchases also must balance the discount available against any possible losses in storage before usage, or by any other form of obsolescence, to figure out just how profitable they may be.

Cash discounts are rewards for prompt payment, and the buyer who ignores any possible cash discount is

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sacrificing part of the profit of his operation every time he does so.

Cash discounts are of particular value when they offer a rate of interest somewhat higher than the prevailing rate because of advantages to the seller, such as quicker possession of money, reduction in credit risks, increase in rate of capital turnover, reduction in credit and collection staff, and reduction in bad debt loss.

The buyer benefits in any case. It may be to his advantage to borrow money and pay interest on that money when he can make a profit by using such cash discounts. The practice of paying cash also gives him preferred customer status with all suppliers.

A number of charts have been drawn up to show the relation of various discounts to interest, the main consideration in taking advantage of these discounts. Such interest per annum rates for conventional discounts are as follows:

One-tenth in 50 days, 18 per cent; 2/10 in 60 days, 14 per cent; 2/10 in 50 days, 36 per cent; 5/10 in 50 days, 54 per cent; 5/50 in 60 days, 36 per cent; 2/30 in 60 days, 24 per cent; 2/15 in 30 days, 48 per cent; 2/20 in 30 days, 72 per cent, and 2/20 in 60 days, 18 per cent.

Anticipation is a discount given to buyers for advance payment of invoices which have dating terms. When invoices state that anticipation can be taken therefrom the rate is usually 6 per cent per annum or 1 per cent for every 60 days. To find the amount payable when an invoice is anticipated, first determine the amount payable on the last day of the cash discount period. From this, deduct the anticipation discount, which is equal to the rate allowed for the number of days by which payment is anticipated.

Invoices should also be checked closely for "anticipation in reverse," for some suppliers sometimes state: "Interest at 6 per cent per annum will be charged on all past due accounts."



This is designed to encourage schools to pay bills before the expiration of the net period.

Every invoice should be checked closely for payment specifications. Here are some common terms and their application:

C.O.D. (Cash on delivery). Generally under such terms the buyer assumes freight charges.

C.B.D. (Cash before delivery). Applies when the supplier is unwilling to extend credit and assume the risk of the purchaser's refusing to accept delivery.

S.D.B.L. Under these terms, the buyer is required to honor a sight draft attached to a bill of lading before shipment will be made.

Open Account. Such terms usually imply payment within one week or 10 days, or whatever period has been agreed upon.

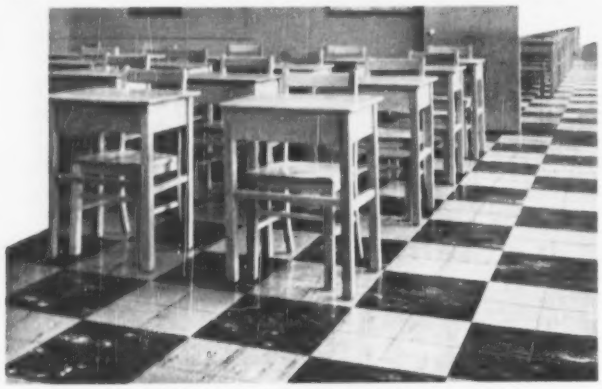
Net. Terms such as net 30 mean that payment of the face value of the invoice must be made within 30 days or whatever the number of days stated.

E.O.M. or *M.O.M.* End of the month or middle of the month payment agreed.

Proximo. Specified time in the coming month.

R.O.G. or *A.O.G.* Receipt of goods or arrival of goods.

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Weston High School, Weston, Mass.—Architect: Collens, Willis and Deckonert, Boston, Mass.

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Sussex County School—Georgetown, Del.—Architect: Victorine & Samuel Homsey, Wilmington, Del.
James Wood High School—Winchester, Va.—Architect: Dixon & Norman, Richmond, Va.
Atlantic Christian College—Wilson, N. C.—Architect: Chas. C. Benton & Son, Wilson, N. C.

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The Trane representative in your area will be glad to show you why Trane Unit Ventilators are being selected for modern schools all over the nation. Contact him for complete information.

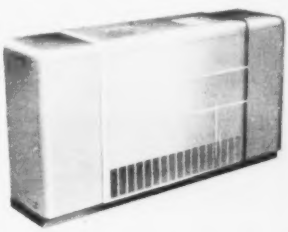
** Architect: John J. Flad & Associates, Madison, Wisconsin*
Contractor: Kletzke Plumbing & Heating, La Crescent, Minn.

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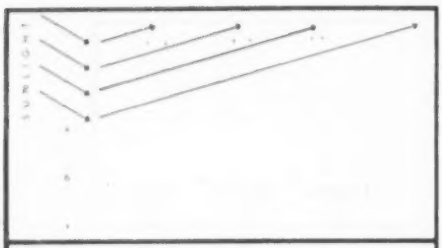
There are Trane Unit Ventilators for every size room — gymnasium, classroom, auditorium or office. Write for Bulletin S-340 which gives complete information.



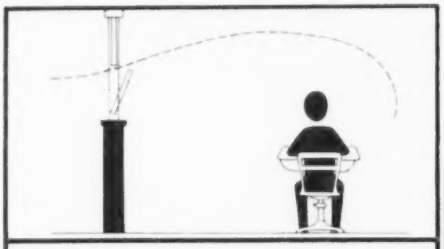




Make the most



CONTROLLED DAYLIGHT is a feature of PC **Functional** Glass Blocks. Typical light paths are shown in this diagram. The built-in daylight control makes it possible for the light-directing patterns—PC Soft-Lite* Prism B55 for sun exposures and PC Prism A55 for non-sun exposures—to admit ample daylight, direct it to the reflecting ceiling, front and rear walls—from whence it is evenly diffused to the furthest reaches of the room.



VISION AND VENTILATION. The PC **Vision-Lighting** Plan includes a clear-glass panel at students' eye-level, permitting both adequate ventilation and "see-ability." Standard sash for combining with glass blocks is readily available from many sash manufacturers. With the controlled daylighting offered by PC **Functional** Glass Blocks, schools find this an excellent combination for the proper, scientific lighting of classrooms, workshops, etc.



AT THE FOREST GROVE ELEMENTARY SCHOOL, Forest Grove, Ore., the PC **Vision-Lighting** Plan, incorporating PC Soft-Lite* Prism B Blocks and a vision-ventilation strip, does an effective job of controlling daylight and relieving that "shut-in" feeling on the part of pupils. Wherever seeing is important . . . wherever young eyes and health must be protected . . . you can depend upon the PC **Vision-Lighting** Plan to provide comfortable, low brightness ratios, high illumination levels, top quality daylighting, ventilation, and outside vision.

Architect: Donald W. Edmundson, Portland, Ore.
Associate Architect: Neal R. Kochendoerfer, Portland, Ore.

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of Daylight

WITH THE PC *Vision-Lighting* PLAN

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DURING RECENT YEARS, the combination of glass blocks with a vision strip has held the interest of school authorities all over the country. For here is a method that permits properly directed and diffused daylighting, plus the advantages of adequate ventilation and vision to the outside.

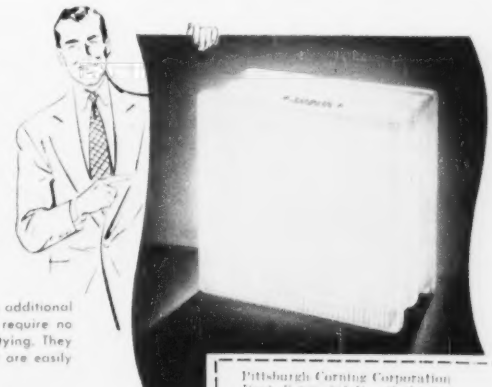
The PC *Vision-Lighting* Plan—effectively combining these three essential elements—offers you the ideal, proven system for "making the most of daylight" in your classrooms, workshops, and wherever precision work is done. This plan has demonstrated its ability to safeguard students' health and to increase their efficiency. And it has been beneficial to teaching staffs, as well.

Let us show you what the PC *Vision-Lighting* Plan can do for your school. Our free booklet showing actual installations, will be sent to you upon receipt of the coupon below.

Be sure that you get the functional block especially designed for school lighting . . .

New, exclusive features in PC **Functional** Glass Blocks make the PC **Vision-Lighting** Plan even more effective for school daylighting. These features include light directing prisms on the interior faces of certain patterns, light-spreading corrugations on outside faces, a fibrous glass insert to diffuse still further the light transmitted by the block itself, and the PC Soft-Lite* Edge Treatment, which creates a better, more comfortable "eye-ease" panel appearance. Besides, all PC Glass Blocks embody the additional advantages of excellent insulating properties. They require no repairs or replacements, no periodic painting or puttying. They reduce heating and air-conditioning costs. And they are easily cleaned.

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NEWS IN REVIEW

Building Materials Shortages Expected to Ease . . . Changes in Social Security Law . . . Battle Over U.M.T. to Be Renewed in January . . . Professors Pledge Improved Training for School Administrators . . . Conference on Mobilization of Education

Expects Building Materials Shortages to Ease Somewhat

WASHINGTON, D.C. — Stepped-up production of building materials is expected, late this year, to bring supplies into balance with requirements for immediate use, the Department of Commerce reported.

The shortages of cement, brick, gypsum board products, and other materials this year have not been caused generally by a lack of productive capacity. Distribution bottlenecks, including a shortage of railroad cars, have been responsible for some local shortages of building materials. Work stoppages, especially in cement plants, cut production during the middle of the year.

A tight supply situation for several building materials may be expected to continue through October. But after that building supplies should be ample. Here is a brief glimpse of the materials picture:

1. Total lumber supply this year is expected to reach nearly forty billion board feet, breaking all records since 1916.

2. Cement production will reach about two hundred twelve million barrels in 1950, approximately equaling the amount called for in estimates of quantities that actually will be used in construction this year.

3. Estimated total consumption of unglazed clay brick has been larger than production during the first eight months of 1950, which accounts for the spot shortages that have been reported. Production has been stepped up, however, with the result that total output for the year is expected to exceed production in any other year since 1929.

4. Concrete reinforcing bars appear to have been used in larger quantities than they were produced in during the eight months of 1950, indicating a reduction in stocks and a tight supply situation.

5. Cast-iron soil pipe should be ample, though some spot shortages are reported. Production is expected to total 700,000 tons, against anticipated consumption of about 692,000 tons.

6. Gypsum board products (including lath) have been in short supply this year, partly because of their growing popularity. Production has been increased to a near capacity rate. Expected output is slightly larger than anticipated consumption, which indicates that the supply situation may be eased somewhat.

How Social Security Law Affects Schools

WASHINGTON, D.C.—On August 28, President Truman signed the 1950 amendments to the Social Security Act. They now are part of the law of the land.

For those already under the system, the new law provides larger old-age and survivors' insurance benefit payments beginning September 1950.

Beginning Jan. 1, 1951, federal old-age and survivors' insurance under the social security law *could* affect nearly 600,000 employes of nonprofit educational institutions and 1,400,000 state and local government employes.

(Continued on Page 84.)

WASHINGTON AT A GLANCE

WASHINGTON, D.C.—Flying glass will cause one of the greatest hazards during an atomic bomb attack. Schools can be made safer for such an emergency by eliminating glass from construction plans, suggests the Atomic Energy Commission. . . . Military training will shift from "soft" treatment of draftees to the development of efficient killers, Gen. Mark Clark, commander of Army Field Forces, said. He added that young men expect rough treatment and tough regimen in their training.

The U. S. State Department has set up a "National Psychological Strategy Board" to tell the Russian people the truth about the U. S. . . . The 1950 Voice of Democracy contest for high school students will close on October 29. . . . One reason why rearmament is not expected to disrupt civilian and educational activities too much: We are approaching a $300,000,000,000 income, out of this vast sum we can spend $50,000,000,000 for arms and still build new schools, make new buses, produce all the teaching equipment that is needed for schools and colleges.

When Oscar Ewing, federal security administrator, was asked why he was not on the National Security Resources Board plugging for education, his reply (ever so gently) added up to this: If you educators had helped me get departmental status I would be in a position to be named to the board. . . . One navy captain, speaking before the National Conference for Mobilization of Education (September 9), made quite a slip by suggesting that "you educators should channel your requests through the American Council on Education." The conference was set up primarily because many schoolmen in Washington felt the council did not meet their needs.

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NEWS...

The new protection is not automatically extended to these employes. Nonprofit employes may become eligible only if:

1. The employing institution files a certificate with the Bureau of Internal Revenue in which it elects to assume its share of the social security tax (1½ per cent of the pay roll).

2. At least two-thirds of the employes of that organization express, by signing the certificate, their wish to have social security coverage.

Only those who sign the statement or certificate would obtain social security coverage; others would remain outside the system. All new employes hired by the organization after the effective date of the certificate would be covered on a compulsory basis.

The new law also extends an invitation to public workers to come under its protection. State and local government employes may have social security coverage if the state enters into an agreement with the federal government to accept coverage for state employes or employes of a political subdivision of the state. Employes already covered by an existing retirement system are excluded, however.

Those who take part in the government retirement plan are required to pay 1½ per cent of their salary a year until 1953. After that, the yearly contributions will rise gradually until they reach 3¼ per cent by 1970. Benefit paychecks begin to go to the insured worker when he reaches the age of 65 and retires from work. If he dies at any time while taking part in the system, his wife and family receive monthly survivors' benefits. For those whose wages average between $100 and $300, the monthly benefit will be between one-half and one-fourth of the average monthly wage.

Further Plans Made for Study of Administrator Preparation

BATTLE CREEK, MICH.—The University of Texas and George Peabody College for Teachers have been chosen as additional pilot centers for the new program for improving professional preparation of superintendents. The project is being financed by a series of grants from the W. K. Kellogg Foundation that will total $3,347,567 by 1955.

Other universities participating in the program are the University of Chicago, Teachers College of Columbia University, and Harvard University. A university on the West Coast may be approved later as another pilot center.

In addition to the regional centers, five schools specializing in education training up to the master's degree level will be chosen as special centers.

All sections will share information, and eventually the aid of every major educational institution in the country will be enlisted for the program.

Objects of the program are:

1. To analyze and define the rôle of school administrators on the state, county and local levels.

2. To ascertain how the standards of the relatively young profession can be raised and in some measure made uniform.

3. To learn ways of improving college education curriculums, especially those for prospective school administrators.

4. To foster greater cooperation among educational groups and institutions, private and public, to speed progress and facilitate research in the field as a whole.

The program is the result of a two-year preliminary study conducted by the American Association of School Administrators in cooperation with the National Council of Chief State School Officers and the Division of County and Rural Area Superintendents of the National Education Association.

Emphasis in the pilot centers probably will be on special graduate assistance for superintendents now in service, with short intensive workshops focused upon current problems and expert field consultancy for superintendents as possibilities, according to Worth McClure, executive secretary of the A.A.S.A. A system of interning, such as medical schools use, may be developed as part of the preservice preparation of superintendents, he said.

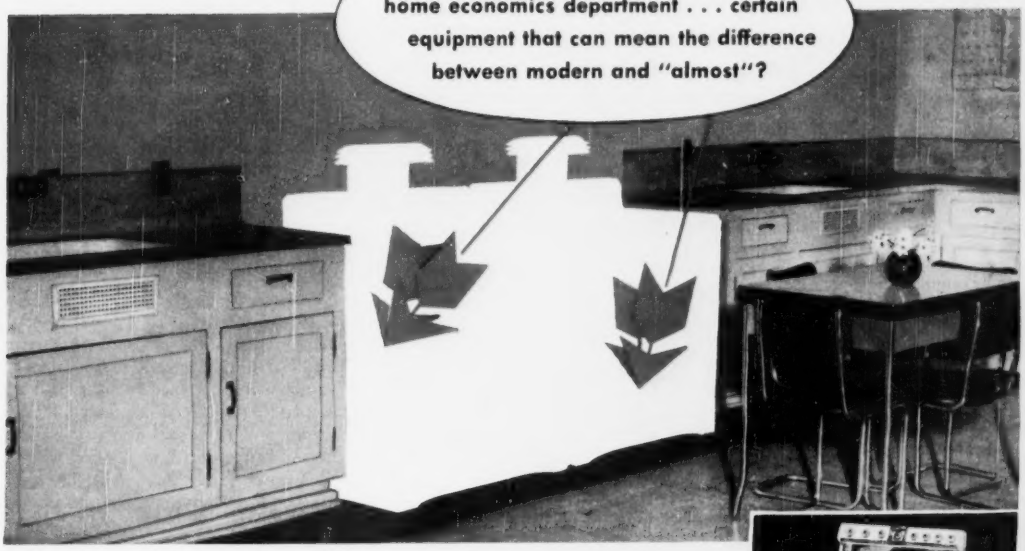
Other steps in the program will include upgrading of standards for such things as selection and certification for school administrators, working relationships, contractual status, tenure and salary, and retirement provisions.

Supt. Moore Is Reinstated at Kansas City, Then Resigns

KANSAS CITY, MO.—The Kansas City Board of Education rescinded on August 22 its dismissal action of August 3 and reinstated Harold E. Moore as superintendent of the Kansas City schools.

Mr. Moore was given a settlement of $8750 on his contract, which would have expired next June 30, and he then

WHEN IS A SCHOOL *almost modern?*



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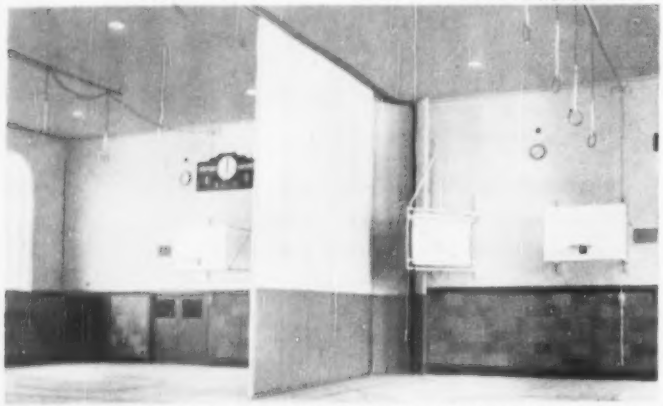
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NEWS...

resigned. He has accepted a position as professor of education at Indiana University.

The superintendent stated: "Regardless of the action of the board in rescinding its action of Aug. 5, 1950, I could not either effectively or with clear conscience carry out certain policies of the board majority in regard to finance and personnel. Therefore I am submitting my resignation and effecting a settlement on my contract. This step is being taken in order to permit me to make other professional connections and to permit the Kansas City schools to take whatever steps are necessary in regard to their organization."

Mr. Moore was dismissed by a 4 to 2 vote of board members. No reason for the superintendent's dismissal was made public. Action was, he said, taken without official notice or hearing and with only a month's pay from the date of action. Mr. Moore's contract had been re-ratified on May 18 in the course of an action to permit him to teach in the University of Kansas City and to take a month's salary loss because of the short term of the public schools.

"After contending last spring," Mr. Moore said, "that we could do better than we did in regard to the school term (it was shortened so much we lost North Central Association and state classification) by spending available monies to keep the schools open, I have been under tremendous pressure by four of six board members who contended that I did not represent their policies. Actually, their contentions were side issues since the real ones were those every superintendent is facing in regard to employe organizations, school support, and competition with the public schools."

Mr. Moore said that the books of the school district were closed with between $900,000 and $1,000,000 in cash assets available to the board and only $600,000 to $650,000 was necessary to operate the three additional weeks required to maintain the necessary term.

Congress Expected to Renew Battle Over U.M.T. in January

WASHINGTON, D.C.—The battle over universal military training will erupt once more when the nation's lawmakers return in January for the 82d Congress. Several bills calling for U.M.T. will be ready for congressional study. Among them will be the administration's meas-



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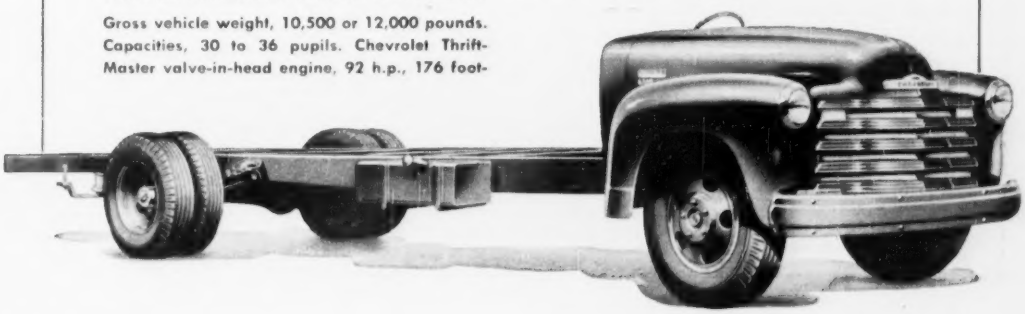
Gross vehicle weight, 13,500 or 15,000 pounds depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Load-Master valve-in-head engine, 105 h.p., 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h.

161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. governed speed.

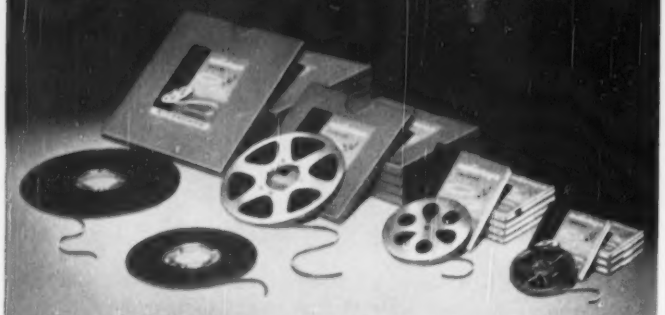
137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Capacity, 16 pupils.



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NEWS...

ure drafted in the Pentagon. This bill calls for the registration of every 17 year old youth. Training would begin at 18 or shortly after completion of high school. The youths would serve for six months in an army type of camp or aboard ship.

After the first six months of basic training, the young men would be required to serve six additional months. They could fulfill this latter obligation by enrolling in the R.O.T.C., in technical training approved by the military, in the regular armed services, or in the enlisted reserves.

U.M.T. can pass the Senate at any time without too much trouble, observers believe. The House, however, will be slow to act.

Meanwhile, Washington educational groups are planning to make new soundings of opinion among local schoolmen concerning U.M.T. Previous polls have shown a majority of educators to be opposed to U.M.T. If the tensions of 1950 have changed the opinion of local schoolmen, Washington's spokesmen for education have yet to discover that fact.

Booklet Tells How School Can Help New Teacher

NEW YORK.—An orientation program that extends from the time a teacher is appointed through his first year of work is recommended in "The Newly Appointed Teacher," a booklet released by Teachers College of Columbia University.

Prepared by the Metropolitan School Study Council, a research affiliate of Teachers College, the booklet is based on a study of teacher orientation programs in 30 communities throughout the country.

Developing a feeling of security in beginning teachers is the basic problem in any program of orientation, the report says. It points out: "The emotionally insecure teacher is not a good teacher. [If he is] ineffective and unhappy, he is not a desirable person to have as the guide of a group of children."

The booklet suggests that, to promote a feeling of friendliness, schools sponsor social events at which other teachers and parents can welcome the beginner.

But, the booklet says, whatever help is given the new teacher must be "planned, not haphazard; it must be friendly, not authoritarian, and it must be constructive, not fault-finding."

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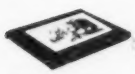


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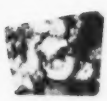
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NEWS...

National Groups Organize Clearinghouse; Agree on Education's Job in the War Effort

WASHINGTON, D.C.—More than 100 men and women from 77 national organizations came to Washington for September 9 and 10 to take a second look at the national emergency and what education can do about it.

Working under the title of National Conference for Mobilization of Education, they came at the invitation of an interim committee appointed by a similar assembly of educators that had met on July 28, when war-jitters had reached one of its undulating peaks.

There was less talk at the September meeting about using the schools as bomb shelters and emergency feeding stations than there was in July. In fact, a panel of officers from the Defense Department, the Army, the Navy, the Air Force, and the National Security Resources Board emphasized that the United States is nowhere near total mobilization, nor is it arming itself for total war at this time.

"Certainly we are in a time of trouble," said Robert L. Clark of the National Security Resources Board, "and we may be in this position for a generation. We may become a garrison state for a decade, never certain what incident might bring us into open conflict.

"Under such conditions the big job of education, as the N.S.R.B. sees it, is to help maintain and create a resourceful people. By 'resourceful' I mean educated, healthy, alert and ingenious enough to meet any kind of situation—whether it takes place in Korea or in Iran, in Alaska or Indonesia." Basic general education over a period of many years is the best kind of defense for the unprecedented conditions we face, he declared.

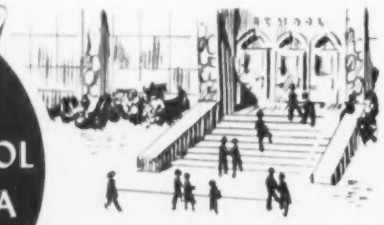
E. D. Johnson, assistant secretary of the army, told the conference: "This is a twilight zone. We still have time, we can still afford to continue our peaceful tasks—at the same time laying plans to meet future emergencies." Mr. Johnson said that if war should come, we will have plenty of money and plenty of materials for the fight. What will be lacking will be trained and intelligent manpower to fill all the breaches.

The captains and the generals indicated that at this time they have no requests to make of education except to develop healthy, educated young men, and as Capt. G. C. Towner of the Navy indicated, "to train young people for a high sense of citizenship." Nor are there any plans at this time, the uniformed speakers said, to utilize the colleges and universities for extensive training of men.

At the midpoint of the conference, President Truman declared to the nation that the U.S. must begin spending close to $50,000,000,000 a year for defense and that it will continue to spend this sum for many years to come. This, the President said, may mean some curtailment of nonessential civilian goods, higher taxes, and controls against inflation.

Picking up this cue, the conference declared that there is at the present time no organization in Washington that can look out for education's interests during the period of rearmament. It, therefore, decided to set up for business on a continuing basis. The conference ac-

Royal SCHOOL CAFETERIA TABLES and CHAIRS



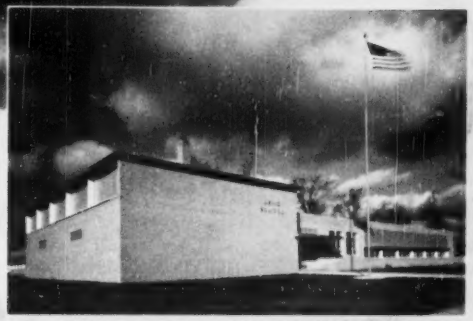
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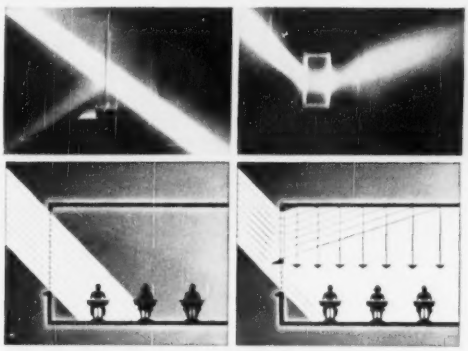


Arno Elementary School, Allen Park (Detroit), Michigan, floods interiors and classrooms with free daylight—controlled and directed by Insulux Glass Blocks. Eberle M. Smith Associates are the architects.



Note how this Arno classroom is efficiently daylighted yet there are no harsh contrasts, no eye-straining glare. Tack boards and black boards are clearly visible in detail.

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Above, left, light beam passing through clear glass. *Below,* see how child near ordinary window gets harsh brightness and glare, others suffer from high degree of contrast, need overhead light. *Above, right,* light beam striking Insulux Glass Block No. 363. See how built-in prisms route light UP, and spread it. *Below,* result is even, diffused light over all parts of classroom.

Lighting authorities now definitely agree that good seeing conditions depend more on light quality than on light quantity. "Quality lighting" exists when glare and contrast are reduced to a minimum and light is evenly distributed all over a room.

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cepted the proposal, prepared in advance by an organizing committee, that its purposes shall include

1. To conduct meetings for cooperative planning related to education and national security.

2. To maintain a clearing house of information on those aspects of mobilization affecting education.

3. To make it possible to bring to a focal point the various educational problems that arise in the field related to national security so that they may receive proper consideration in national policy formation.

4. To serve as a cooperative channel of communication between education and the government on mobilization matters of concern to educators.

It also was agreed that the conference should be composed of persons named by voluntary associations that have education as their chief concern and that are nonprofit and noncommercial.

In reply to many worried queries from the floor, planners of the conference said that each participating organization will retain full freedom of action with respect to its own policies and programs. Any organization may withdraw from the conference at any time.

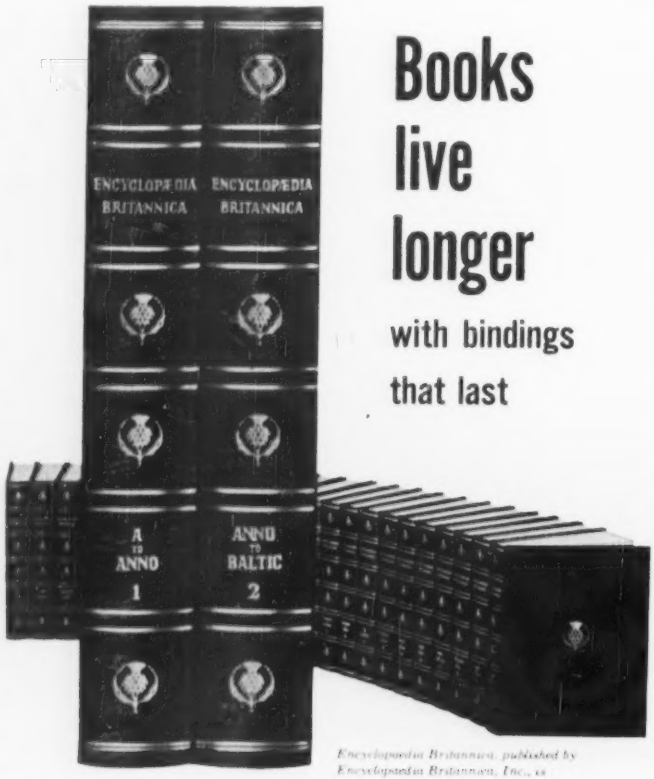
The conference elected a 17 member executive committee, named a coordinator whose job will be to carry out conference decisions, and agreed to accept financial support from the N.E.A., A.V.A., National Council of Chief State School Officers, and other bodies, if offered.

From the work of various subgroups several clear-cut principles emerged. There came unanimous agreement that the U.S. Office of Education shall be utilized to the utmost; that all problems from schools and colleges should be channeled to that agency, and, in turn, that government directives and other information should be routed through that office. There also emerged the tenet that educators must support the United Nations' action in Korea and must spread understanding of this action.

One subgroup urged the creation of a mandatory system of allocations to manufacturers with education second only to defense production.

Another subgroup declared that the priority areas that need redirection are: citizenship, health and fitness, guidance, literacy, work-learn experience and occupational adjustment, consumer education, home and family life.

The executive committee consists of the following members: Helen Bragdon, A.A.U.W.; S. M. Brownell, Yale professor and president, New Haven State Teachers College; Felton G. Clark, president of Southern University; L. H. Dennis, A.V.A.; Paul Elicker, National Association of Secondary-School Principals; Edgar Fuller, National Council of Chief State School Officers; Willard E. Givens, N.E.A.; E. H. Hopkins, Washington State College; Herold Hunt, superintendent of Chicago schools; Mary Leeper, Association for Childhood Education; J. Kenneth Little, director of student personnel services, University of Wisconsin; Worth McClure, A.A.S.A.; Ralph McDonald, National Commission on Teacher Education and Professional Standards; Hilda Maehling, N.E.A. Department of Classroom Teachers; T. G. Pullen Jr., state superintendent of Maryland; Charles J. Turck, president of Macalester College; Edward M. Tuttle, National School Boards Association. The coordinator is James I. McCaskill of the N.E.A.



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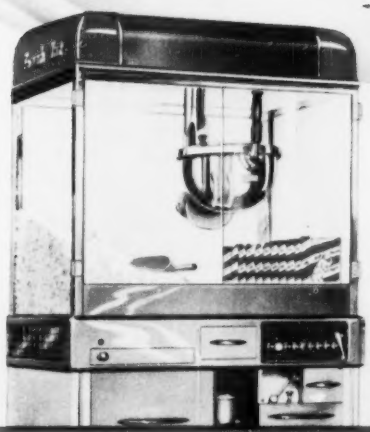
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READER OPINION

(Continued From Page 10)

sity of Maryland program, of which Mr. Skidmore writes, is listed as follows in the University of Maryland catalog:

Ed. 224. Internship in School Administration (12-16). Internships in administration or supervision may be provided for a few students who have had teaching experience. The intern will be assigned to assist a principal, supervisor or some other staff member in a school or school system. In addition to the experience in the school situation, a program of studies will be planned by the intern, the appropriate member of the school staff, and the sponsor from the university. The sponsor will maintain a close working relationship with the intern and the other persons involved.

We believe that our program is somewhat nearer the medical intern program than any other internship program that we now know of for the following reasons:

1. Graduate students must work on a 15 months program. Two months in the summer are devoted to the study of academic courses. A regular nine-month school term is then spent interning in a public school. The school pays one-half salary to the intern for teaching, administrative or supervisory duties, according to the plan of internship. Following the nine months of internship, a student returns to the campus for two months of intensive course work. This completes the period of time required for the master's degree.

2. Our internship program is not only for school administrators, as indicated in the news release. We have three internship plans—for administrators, supervisors and teachers.

We certainly would be the last ones to want to argue whether our program is better than the University of Maryland's, or vice versa. If you would like to extend to Mr. Skidmore our apologies for using the word "first," that will certainly meet my approval.

In some two or three weeks from now, the printer will have released our new pamphlet on internship, which explains the program completely.

Charles D. Neal
Director, Teacher Training
Southern Illinois University

Proper Guidance Would Prevent Most Academic Failures

Sirs:

Many school administrators and teachers still feel that a child should be retarded if he doesn't reach a certain grade equivalent or get a certain average per cent of the work correct. After a pupil spends a year in a particular grade or with a particular subject, I believe that there are few circumstances that warrant his repeating the same work. Among the few logical reasons for demotion or retardation are: (1) prolonged or intermittent absence of the pupil and (2) social or physical immaturity of the pupil, which would make him "more at home" with younger children.

Teachers have felt (they still do in many areas) that a child who has not learned what is interpreted to be 70 per cent of the work presented should be required to repeat the grade the following year. A pupil's low mental ability or a teacher's lack of ability to motivate a pupil to learn will often account for a child's apparent lack of achievement when actually he has accomplished more in relation to his ability than have many who receive a grade of A.

Our job is to take all children who enter the public school and give them all of the training that they can profit from—at public expense. In high school, if a student works all year at algebra, for example, and can't master the subject, he can be given a mark of approval indicating that he has done his best at the subject.

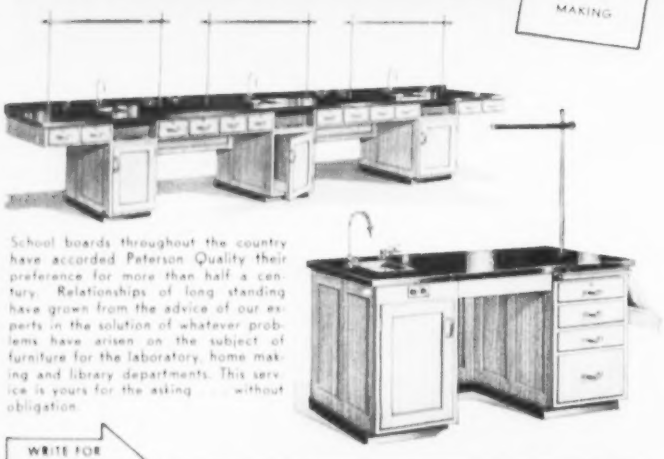
Standardized tests given to the 62 freshmen in one of our high schools early in the school year indicated which students should not continue with algebra and which ones could do a good job in algebra. This certainly is preferable to allowing a student to decide only at the end of the year that he should have taken general mathematics rather than algebra or algebra rather than general mathematics. Virtually every pupil could profit by 12 years of education if he were guided into the right courses.

It is generally agreed by leading educators that the responsibility of the public schools is to teach pupils what they have the ability to learn rather than to drive them out of school because they can't meet the so-called academic standards.

Jonathan A. Osgood
Superintendent of Schools
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NEWS...

Improved Training for School Administrators Pledged by National Conference of Professors

ITHACA, N.Y.—"This war will have to be won by ideas, even after our weapons have won the shooting war." This statement by Roy E. Larsen, chairman of the National Citizens Commission for the Public Schools, keynoted one of the principal addresses at the National Conference of Professors of Educational Administration, meeting at Ithaca, August 27 to September 2.

This fourth annual conference brought together approximately 140 deans and professors of education and others in related work from 70 institutions.

Because of the leading rôle of education, in both the national and international scene, we must keep public schools at a top priority, said Mr. Larsen. In the history lessons of the future, June 27, 1950, will be an important date, he said, because when we entered the shooting war on behalf of Korea, we acted entirely on a principle. None of our ships was sunk; there was no act of violence toward this nation.

Mr. Larsen's visit was an occasion for the conference to discuss in detail the plans for extensive research to be encouraged and utilized by the commission but to be conducted by various educational agencies.

PRESSURE GROUP A MENACE

In summarizing remarks at the close of the conference, Chairman Clyde Campbell warned his fellow professors they must not overlook the school's responsibility for improving the social scene. Particularly, he said, there is a threat to democracy today in the great increase and activity of pressure groups, each seeking its own advantage.

Chairman Campbell recommended that group thinking be made something more than a topic of conversation. In most cases, he said, everybody talks while nobody listens. The same people participate again and again, but the net result is not a great deal of change in the school program.

Another neglected area is that of experience in administration. Internship is not a simple matter. No two school communities or two school systems are alike. Consequently, an internship program will have to be worked out in terms of the opportunities and limitations of the community.

The conference program was organized around a series of committee studies and reports, each relating to the "status" of policies, programs and facilities for training school administrators. One committee recognized that many training agencies know too little about their own students. They do not know what qualifications these individuals have for the profession or what placement opportunities await them in school administration.

Another pointed out the danger of small institutions attempting to train as few as four or five students for school administration. The committee questioned whether such institutions can offer adequate instruction and experience with so small an enrollment in this field. More institutions need to do a planned, effective job in selecting, screening and guiding administrators.

Another group was especially critical of the content of school administration



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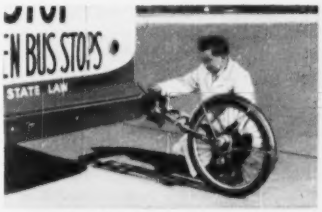
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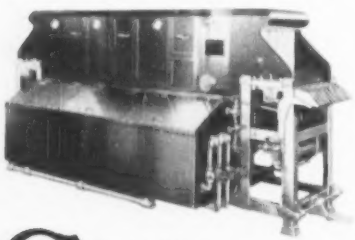


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NEWS...

courses. It found duplication of courses, omission of essential content, and poor sequences.

As the conference gained momentum, there was increasing demand for teachers of school administration to get down to cases. One dean of education criticized some reports as "a lot of mouthings that are meaningless."

In describing plans for the continuation of their research during the coming year, study committees indicated the following intentions:

1. To get more facts on supply and demand for school administrators; to know more about the students now being trained and the probable number of positions to be filled.

2. To provide material help for institutions that wish to conduct self-evaluations of their administrator-training program.

3. To propose specific ways in which institutions can improve their program.

4. To try to reach agreement on a philosophy of administration.

5. To reach agreement as to what are the major competencies for school administration leadership.

6. To make case studies of internships.

7. To analyze the relationship of certification requirements to the program of preparation.

8. To recognize types of field services that provide effective in-service training.

What the program of the future should be for the training of school administrators is the assignment of another committee which expects to report to the conference next year.

PURPOSE DEFINED

The conference gave special consideration to the question of its place and program in the ever-increasing number of education groups. At the close of the meetings, the group accepted unanimously a statement which included the following:

"We recognize that our functions are interrelated with the work of other agencies. We parallel in some lines, at certain points our paths cross, and at times we follow the same channel. We assume our full share of the responsibility for complete cooperation and, further, to discover and refine the techniques by which such cooperation can be achieved.

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NEWS...

rôle of suggestion of priorities, of suggested emphasis, of suggested needs.

We may well perform a function of synthesis: to bring together the research of our own fields and refine it for general use and, more especially, to synthesize the research of related fields for use where it is applicable to our own.

Meantime, our chief endeavor shall be spent in improving our own performance as teachers of educational administration. We shall consider our work conferences as in-service training for ourselves.

"Finally, our efforts shall be dedicated to a general acceptance of the significance of educational administrative leadership in our national culture. We frankly admit that to realize such significance the general tenor of performance must be upgraded. We intend to assist in every way possible in such improvement, first by upgrading our own performance, and by helping to devise the standards by which general improvement may result."

A motion introduced by John K. Norton, chairman of the Educational Policies Commission, commended "the general philosophy and procedure of the National Citizens Commission for the Public Schools and pledged the cooperation of the conference in putting them into effect."

The group also expressed appreciation and support for the W. K. Kellogg Foundation grants and program for improving school administration.

Another resolution committed the conference to place greater emphasis upon "implementing the processes for improving local educational leadership."

COOPER NAMED CHAIRMAN

The planning committee chose as its chairman Dan H. Cooper, associate professor of education, State University of Iowa, and formerly assistant professor of education at the University of Chicago. He succeeds Clyde M. Campbell of Michigan State College.

New members of the planning committee elected for three-year terms are: Walter K. Beggs, associate professor, Teachers College, University of Nebraska, Lincoln; Truman M. Pierce, professor of education, University of Tennessee, Knoxville; and John H. Herrick, head of the survey division, Bureau of Educational Research, Ohio State University, Columbus.

Daniel R. Davies, executive officer, division of administration and guidance, Teachers College, Columbia University, was continued as treasurer. John Dale Russell, director of higher education, U.S. Office of Education, and Walter D. Cocking, chairman of the board of editors, American School Publishing Corporation, were reappointed as consultants.

Serving the conference as secretary is John Lund, specialist, education of school administrators, U.S. Office of Education.

Continuing as planning committee members are: Mr. Campbell; Dana M. Cotton, Harvard University; Daniel R. Davies, Columbia University; Eugene S. Lawler, Northwestern University, and Edgar L. Morphet, University of California at Berkeley.

The conference voted to meet next year at Colorado State College of Education, Greeley.

Citizens Commission Has Southern Regional Office



M. D. Bement

LOUISVILLE, KY. —The first regional office of the National Citizens Commission for the Public Schools, located in Louisville, is now in operation. Maurice D. Bement is regional director.

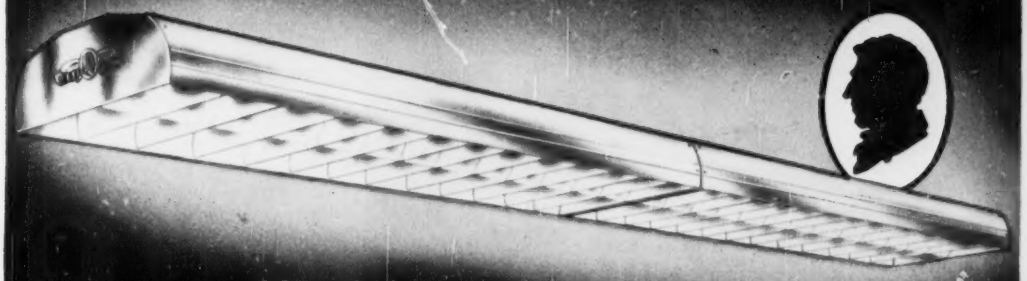
This is the first of several planned regional offices. Louisville was chosen because of the particular interest in the commission program shown by both educators and laymen in the South, according to Henry Toy Jr., commission director.

The office was opened in May, and during the summer Mr. Bement has been engaged in exploratory work—getting acquainted with community leaders and educators, contacting established citizens' groups, and surveying both the need and potential resources for citizen participation.

The southern office offers in its area the same type of services that the national office provides generally. These include the circulation of material dealing with all phases of citizen activity for school improvement, speaking appearances, and other specialized assistance. Future emphasis will be placed particularly upon the formation of new citizens' groups and upon the enlistment of the interest of community leaders throughout the South.

The regional director, Mr. Bement, was for five years executive director of

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NEWS...

the Committee for Kentucky, an organization that enrolled thousands of Kentuckians in a statewide program of action for community and rural betterment. He taught for six years in the public schools of Lone Oak, Ky.

Asks End of Segregation at College Level in Washington

WASHINGTON, D.C.—Walter E. Hager, president of a teachers college in the District of Columbia, believes it is time to end segregation in the nation's capital at the college level.

That is why he became overnight the center of a controversy within the District of Columbia Board of Education, which controls teacher training. One member of the board accused Dr. Hager of being "insubordinate" and "radical." Supt. Hobart Corning, who is Dr. Hager's superior, is reported to be displeased with the public dispute. He claims that Dr. Hager's recommendations should have been cleared through his office first, before they were released to board members.

The District of Columbia has two teacher training institutions—one for whites and one for Negroes. Dr. Hager would like to merge these. He calls his proposal the first step toward ending segregation in the school system. He said that consolidation of the teachers colleges would be "logical and eminently desirable" and added that board members "will render distinguished service if they take this statesman-like step."

Most board members fumed against the proposal. But the president of the board of education said that Dr. Hager's suggestion will be studied. "I'm not sure we are quite ready for it, but I think it's coming."

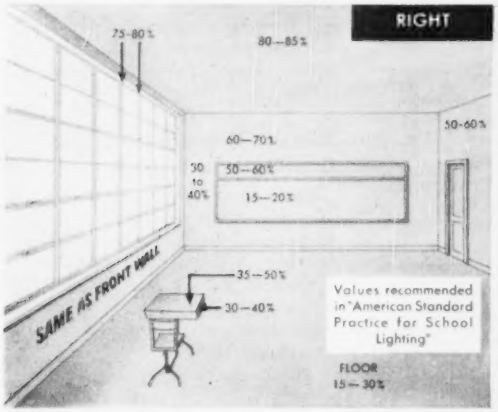
Advocates Conscription for Teaching Service, If Necessary

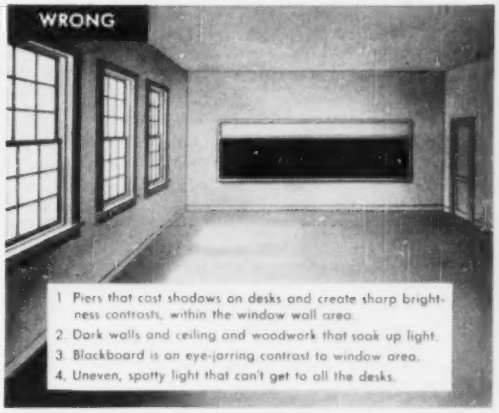
MADISON, WIS.—Competent young people [should] be conscripted for the teaching service and, if necessary, trained at public expense and assigned to critical positions in the classrooms if serious personnel shortages develop."

Those are the measures advocated by John G. Flowers, president of Southwest Texas State Teachers College and head of the American Association of Colleges for Teacher Education, to win the war now being waged against the "ideas and ideals of democracy."

Dr. Flowers told executives from 150 of the nation's colleges, who attended

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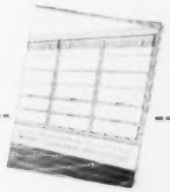
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NEWS...

an A.A.C.T.E. conference at the University of Wisconsin, that the "United States should not repeat the World War II mistake of allowing the schools to become so depleted of competently trained personnel that our children suffer."

The college officers said that, in order "to instruct properly the youth of the land," they "would advocate that the necessary priorities in material and manpower be established, even to the point of assigning from armed service enrollees enough competent youth . . . to keep strong and vigorous the education of teachers."

The A.A.C.T.E. listed three resources that teacher education institutions are especially well qualified to provide:

1. Specialized staffs whose skill and experience could be used in the preparation of education officers and teachers for the armed services, for war production workers, and for defense programs.

2. Means of making clear to youths and adults the rôle of the United Nations in the present conflict and what democracy stands for in the continuing struggle of ideologies.

3. Physical plants and other facilities for specialized training programs for which higher education facilities are needed.

Teachers Federation Demands Organizational Freedom

DETROIT.—"The denial of the individual's right to join organizations of his own choosing and to be represented by them is alien to our fundamental democratic rights," said a resolution adopted by delegates at the 33d annual convention of the American Federation of Teachers, A.F.L.

The resolution noted that the board of education had withdrawn recognition from a teachers' organization in New York City and called upon the federation "strongly to oppose the denial to any group of teachers of the right to join organizations of their own free choice and the right to be represented by their organizations before their boards of education."

The organization from which the New York board withdrew recognition is the Teachers Union, Local 555, of the United Public Workers.

The A.F.T. expelled the Teachers Union in 1941 for "activities inimical to the best interests of American democracy." The union then joined the U.P.W. The Public Workers were expelled earlier this year by the C.I.O. for purportedly following the Communist party line. The New York City Board of Education has since stated that it would refuse to deal with the union because it was dominated by Communists.

Eight members of the Teachers Union have been suspended without pay from their jobs in the New York City schools because they refused to say whether they were members of the Communist party. They face departmental trials, beginning September 18, on charges of insubordination and of conduct unbecoming to teachers.

In its annual report the A.F.T.'s executive council said: "In our desire to support the United Nations we are, nevertheless, certain that our members are opposed to witch hunts. . . . On the home front the A.F.T. must not permit the tensions of the times to encourage the lowering of educational standards. We must oppose the tendency to reduce education budgets, the tendency to curtail educational programs or services.

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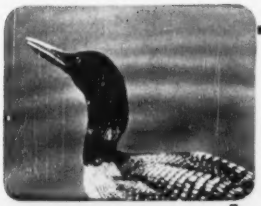
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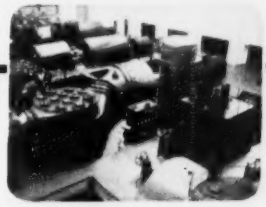
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and the tendency to encourage young people to take blind alley jobs. Rather, we must strengthen and broaden our curriculums, principally in the fields of social sciences and personal and vocational guidance to balance our tremendous scientific progress."

Selma M. Borchardt, the federation's Washington legislative representative, warned teachers that they must be on guard against Communists as well as against police-state methods of dealing with them.

"We, as trade unionists, as professional teachers, know that in this struggle we must fight not only against the Communists but for a sound social program which, in itself, is an effective answer to our foes," she said. "Every abuse of the rights of man, every attack on the well-being of our people is a blow for the Communists and for all the enemies of our country."

The A.F.T. delegates approved a resolution calling on the New York City administration to restore the $13,000,000 it cut from the board of education's budget request. The money was to be used for salary increases for the city's public school teachers.

The convention voted down a proposed resolution, designed to support federal aid for the transportation of parochial school pupils. The proposal sought to have the A.F.T. reverse stands approved in three previous annual conventions. The federation's position calls for federal aid to public schools and for "health and welfare" services for all pupils, including those attending parochial and private institutions.

The three conventions specifically excluded the use of public funds for transportation of nonpublic school children from "health and welfare" services.

The federation's committee on democratic human relations introduced a motion to combine the union's one Negro and one white local in Washington, D.C. The delegates approved a motion to have the federation's executive council appoint a committee to investigate the problems of segregation and to submit a report at the 1951 A.F.T. convention.

The American Federation of Teachers numbers its membership at 65,000.

Fact-Finding Committee to Study New York Teachers' Salaries

NEW YORK—A fact-finding committee to study the salaries, responsibilities and work loads of teachers is being set up by the New York City Board of Education.

Last April New York City teachers ceased after-school activities in protest over their failure to obtain satisfactory salary increases.

The fact-finding committee probably will consist of two board members and five "representative citizens." William Jansen, superintendent of schools, and Maximilian Moss, board president, will be ex officio members. Mr. Moss was authorized to name committee members.

The board directed the committee to look into "what should be the salary for teachers in the public schools of New York City." The committee also will consider whether the city should abandon the principle of the single-salary schedule, which provides an equal rate of pay for all teachers, regardless of the level on which they teach.

Other questions to be studied by the committee are:

1. Should the work load of teachers in vocational high schools and that of



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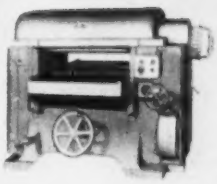
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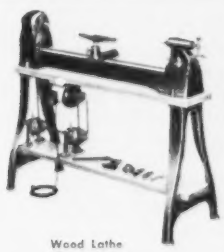
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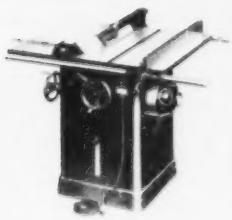
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teachers in academic high schools be the same? (Vocational teachers now work an extra hour a day.) If not, should vocational teachers receive additional compensation?

2. What does the term "extracurricular activities" mean? What is the scope of such activities and what should be the teachers' responsibilities and duties in regard to extracurricular activities?

3. If the committee decides the teachers should receive a salary increase, where will the funds come from? Can either the city or the state provide the money?

A member of the board of education, James Marshall of Manhattan, said the committee would be more effective if it did not include board members and if it were not appointed by the board. His substitute motion to have the state commissioner of education appoint the committee was voted down.

Raymond F. Halloran, president of the High School Teachers Association, said his group could not have confidence in a fact-finding committee that included board members. The board, he said, is a party to the dispute since it has "set a salary schedule and has consistently opposed legislation at Albany which, if passed, would have prevented the present crisis."

The Joint Committee of Teacher Organizations and the United Parents Associations supported the inclusion of board members on the committee.

The Teachers Union, Local 555, of the United Public Workers, criticized the board's decision to create the fact-finding committee. The union is no longer recognized by the board of education because of its alleged Communist leanings.

Abraham Lederman, president of the local, said a fact-finding committee "is not needed to establish what is already known to everybody else—that the teachers and other school employes have had their standard of living reduced for many years." He added that, instead of setting up a committee, the board should vote salary increases for the teachers.

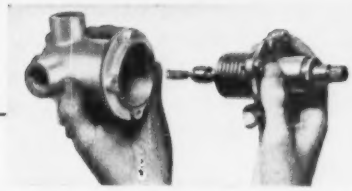
American Mission Reports on Education in Japan

WASHINGTON, D.C.—A new group of American educators is preparing a report on the progress of education in Japan under American occupation.

The group, headed by Willard E. Givens, N.E.A. executive secretary, is in Japan for the month of September at the

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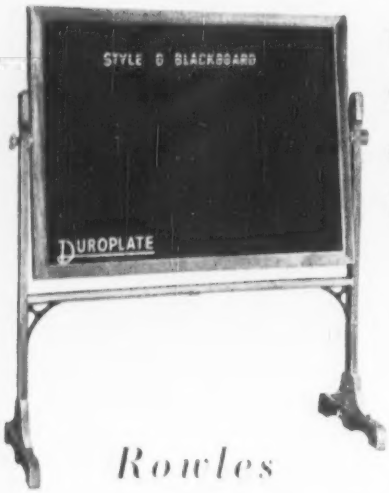
invitation of Gen. Douglas MacArthur. Others in the group are: Pearl A. Wanamaker, state superintendent of public instruction, Olympia, Wash.; Harold Benjamin, dean of the college of education, University of Maryland; George W. Diemer, president of Central State College, Warrensburg, Mo.; and Frederick G. Hochwalt, executive secretary of the Catholic Education Association.

This is the second U.S. education mission to Japan. The first, consisting of 27 educators, reviewed Japanese education in 1946. At that time, the mission found that Japanese education was based almost entirely on memory work; that its history was confused with mythology; that its teachers taught according to the dictates of imperial inspectors.

The most formidable obstacle to learning and democracy, the committee found in 1946, was Japan's pictogram language. During the elementary years pupils were required to give a great part of their time to the sheer task of learning to recognize and to write language characters. On leaving the elementary school, pupils had trouble in reading common materials, such as daily newspapers and popular magazines.

The 1946 mission urged the use of a romanized alphabet; revision of history and geography texts; compulsory coeducation; the election of school boards directly by the people; and abolition of educational content built around the emperor. Some of these reforms, with the exception of the romanized alphabet, have been tried out from time to time in parts of Japan.

The task before the second mission this year is "to help speed up the democratization of Japan's schools" and to spread the use of the romanized alphabet.



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WASHINGTON, D.C.—The American Association of Colleges for Teacher Education has adopted a program for bringing to this country 200 recent graduates from German teacher training institutions for 270 days each for study, observation and participation in teacher education. The State Department, HICOG and the Institute for International Education are cooperating on the project.

Teacher training schools in this country are requested to cooperate by providing room and board, tuition and costs of books, fees and clothing. It is proposed that HICOG will pay the round trip transportation costs, the cost of processing, and approximately $25 a month for incidental expenses. Institutions interested in participating in the plan should write to Dr. Warren Lovinger, American Association of Colleges for Teacher Education, Oneonta, N.Y.

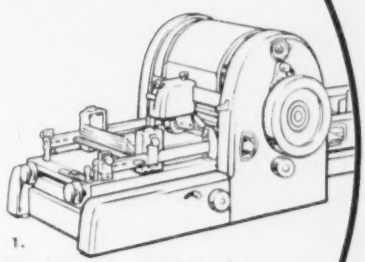
Earmark All Grants for Education in South

NEW YORK.—The General Education Board is now using its resources almost exclusively to improve education in the South, said Chester I. Barnard, president, in presenting the board's annual report. Grants made by this Rockefeller foundation during the last 47 years total $293,276,147.

Robert D. Calkins, director, said the board adopted a new scholarship program last year "aimed at the very *sine qua non* of all educational progress in the South: the production of better teachers."

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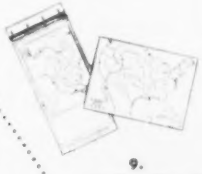
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Meeting dates for national and regional programs

SEPTEMBER

25-28. Association of School Business Officials, Chicago.

OCTOBER

9-11. Fifth National Conference of County and Rural Area Superintendents of Schools, Columbus, Ohio.

16-19. National Council on Schoolhouse Construction, Miami Beach, Fla.

16-20. National Safety Congress and Exposition, Chicago.

18-20. Annual fall conference, N.E.A. Department of Adult Education, Chicago.

20-22. Meeting of superintendents of schools in cities with populations of more than 200,000, New York City.

26-28. National Society for Crippled Children and Adults, Chicago.

30. Association of Urban Universities, Cleveland.

NOVEMBER

5-11. American Education Week.

8-10. School Food Service Association, Kansas City, Mo.

19-21. Northwest Regional Conference of Community School Superintendents, Spokane, Wash.

27-30. National Council of Chief State School Officers, Washington, D.C.

28-Dec. 1. American Vocational Association, Miami.

DECEMBER

5-7. White House Conference on Children and Youth, Washington, D.C.

11-14. National School Service Institute, Palmer House, Chicago.

26-30. American Educational Research Association. Joint meeting with American Association for the Advancement of Science Education Section, Cleveland.

28-30. National Business Teachers Association and National Association and Council of Business Schools, Cleveland.

FEBRUARY

10-14. National Association of Secondary-School Principals, New York City.

10-15. Association for Supervision and Curriculum Development, Detroit, Mich.

17-22. American Association of School Administrators, Atlantic City, N.J.

19-21. Department of Rural Education, Atlantic City.

MARCH

22-24. Midwest Conference on Rural Life and Education, Kirksville, Mo.

27-31. North Central Association of Colleges and Secondary Schools, Chicago.

APRIL

1-4. National Conference on Higher Education, Chicago.

2-4. Great Lakes Regional Conference on Rural Life and Education, Indiana University, Bloomington.

9-14. American Association of University Women, Atlantic City, N. J.

16-20. American Association for Health, Physical Education and Recreation, Detroit.

18-21. International Council for Exceptional Children, New York City.

22-24. Midwest Conference of Community School Superintendents, Topeka, Kan.

MAY

16-20. Sixth National Conference on Citizenship, Washington, D.C.

JULY

1-7. National Education Association, San Francisco.



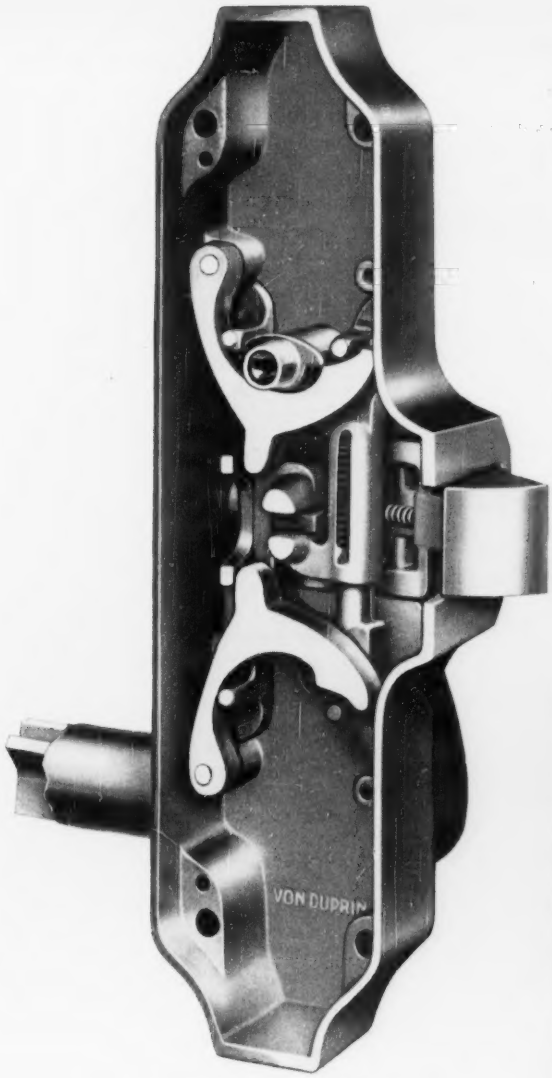
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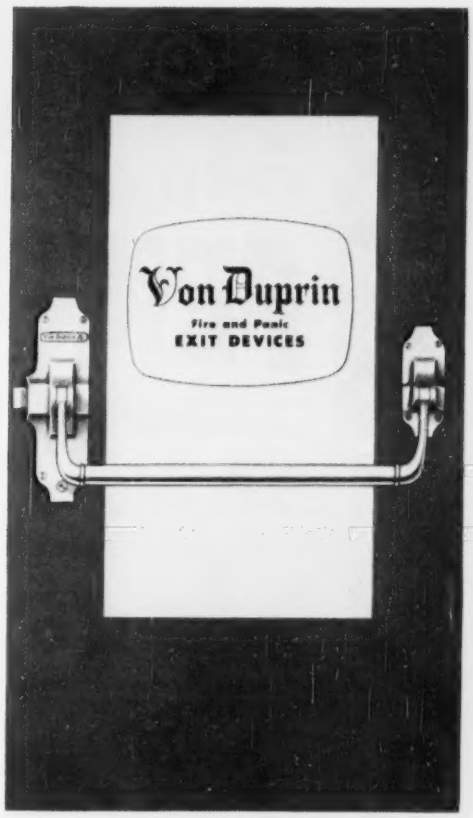
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NEWS...

A.V.A. Booklet Recommends Vocational Advisory Committees

WASHINGTON, D.C.—Vocational education in public schools would be improved considerably through the use of advisory committees.

So believes the American Vocational Association. To encourage partnership among school superintendents, vocational directors and laymen, the A.V.A. published this month a guide entitled "Vocational Advisory Committees." The booklet describes successful procedures used by vocational educators working with advisory committees.

The A.V.A. reports that advisory committees help to decide the kinds of training and skills a community needs. They "draw school people from the classroom atmosphere and expose them to public suggestion." They help prepare realistic courses of study. They help select and place students in jobs. In Buffalo, N.Y., as in many other communities, vocational advisory committees used their influence to get additional financial support for trade training.

In Green Bay, Wis., an advisory committee recently honored 350 apprenticeship graduates. In communities all over the country, the A.V.A. reports, advisory committees help publicize vocational courses and keep the public informed of the benefits from this phase of education.

Some communities create advisory committees for each craft and a general advisory committee for over-all policies. Specialized committees for business education, home economics, and agricultural education function in Huntington, W. Va., Wilmington, N.C., Tremonton-Garland, Utah, Dupo, Ill., and Tacoma, Wash.

Copies of the booklet may be obtained from the American Vocational Association, 1010 Vermont Avenue, N.W., Washington, D.C., for 25 cents a copy.

New Adult Education Group May Be Formed

WASHINGTON, D.C. — Formation of a new national adult education organization will be considered at the annual fall conference of the N.E.A. Department of Adult Education to be held in Chicago October 18 to 20.

The group will discuss and act upon proposals developed at the six-day summer conference of the joint committee of the American Association for Adult Education and the N.E.A. Department of Adult Education.

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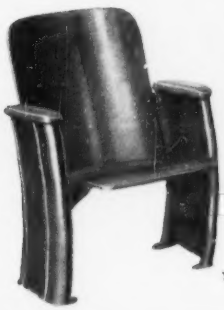




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Write today for our new illustrated brochure containing full details of our complete line of school furniture. Heywood-Wakefield Co., School Furniture Division, Menominee, Michigan.



Since its opening in September, 1948, the efficient, flexible arrangement of the Enfield School, Springfield Township School District, has made it a center of attraction for school officials from neighboring Pennsylvania school districts. The one-story, six room units has been designed by Heacock & Platt, Philadelphia, so that additional wings can be added as the community's needs require. The installation of furniture for all six rooms was arranged through Walter Reed, Heywood-Wakefield Company, 1 Park Avenue, New York 16, N. Y.

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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

An Inquiry Into the Organization and Administration of the State Education Agency of Utah. National Commission for the Defense of Democracy Through Education of the National Education Association, 1201 16th St., N.W., Washington 6, D.C. Pp. 35.

Instructional Supervision. A guide to modern practice. By William T. Melchior, professor of education, Syracuse University. D. C. Heath and Company, 285 Columbus Ave., Boston 16. Pp. 495. $4.50.

The Blind Spot in American Public Education. By Clyde Lemont Hay, former member of the headquarters staff of the Methodist Episcopal Church. A statement of the case for religious education in the public schools. The Macmillan Company, 60 5th Avenue, New York 11. Pp. 110. $2.

Point Four and Education. Educational Policies Commission. The commission outlines principles and proposals which it believes should guide the "point four program." Order from N.E.A., 1201 16th St., Washington 6, D.C. Pp. 27. 20 cents.

ADULT EDUCATION

Education for a Long and Useful Life. By Homer Kempfer, specialist for general adult and post high school education, U.S. Office of Education. Bulletin 1950 No. 6. Gives suggestions for programs for the aging that need to be worked out by the schools and other educational agencies. Gives selected references. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 32. 20 cents.

AUDIO-VISUAL EDUCATION

102 Motion Pictures on Democracy. 16 mm. sound films selected and recommended by a U.S. Office of Education advisory committee. Prepared by Seerley Reid, assistant chief, visual aids to education. Includes description of and comments on the films. Bulletin 1950, No. 1. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 51. 20 cents.

Motion Pictures on the Other American Republics. Prepared by Seerley Reid, assistant chief, visual aids to education, U.S. Office of Education. Circular No. 275. Lists and describes briefly 104 films and tells how to borrow or rent and how to buy each. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 16. 15 cents.

Your Filmstrip ABC's. A handbook for community groups. By Angelica W. Cass, principal, Evening Schools for Adults, New York City, and C. Walter Stone, assistant professor of library science, University of Illinois Library School. Film Council of America, 57 E. Jackson Blvd., Chicago 4. Pp 24. 35 cents.

CURRICULUM

Free and Inexpensive Learning Materials. Prepared by the division of surveys and field services of George Peabody College for Teachers, Nashville, Tenn. Entries were selected for content, timeliness, readability and freedom from obtrusive advertising. Pp. 162. 50 cents.

Vocational Advisory Committees. Improving vocational programs through increased use of advisory committees. Prepared by the committee on research and publications of the American Vocational Association, 1010 Vermont Ave., N.W., Washington, D.C. Pp. 39. 25 cents.

Scouting in Rural Schools. Prepared by County and Rural Area Superintendents, N.E.A., and national committee on scouting in the schools and rural service of Boy Scouts of America. Published by Boy Scouts of America, 2 Park Ave., New York 16. Pp. 14.

A Book of Children's Literature. Second edition. By Lillian Hollowell, assistant professor, department of languages and literature, Murray State College, Murray, Ky. A text for teachers and librarians in training and a source book for teachers and parents. Rinehart & Company, Inc., 232 Madison Ave., New York 16. Pp. 697. Trade price $6.50.

What's Its Name? A guide to speech and hearing development. By Jean Utley, associate director, speech and hearing rehabilitation clinic, college of medicine, University of Illinois. Intended to guide the parents of a hearing handicapped child in teaching him to talk and to make use of whatever hearing he may have. University of Illinois Press, Urbana. Pp. 172. $2

TEACHER TRAINING

The Education and Training of Teachers (Towards World Understanding, II). Published by UNESCO. Reports of three study groups formed at a UNESCO sponsored seminar on the education and training of teachers, held at Ashridge, Hertfordshire, England, July 15 to Aug. 25, 1948. Columbia University Press, 2960 Broadway, New York 27. Pp. 61. 20 cents.

OF GENERAL INTEREST

The UNESCO Story. A resource and action booklet for organizations and communities. Published by the U.S. National Commission for UNESCO, Washington, D.C. Pp. 112.

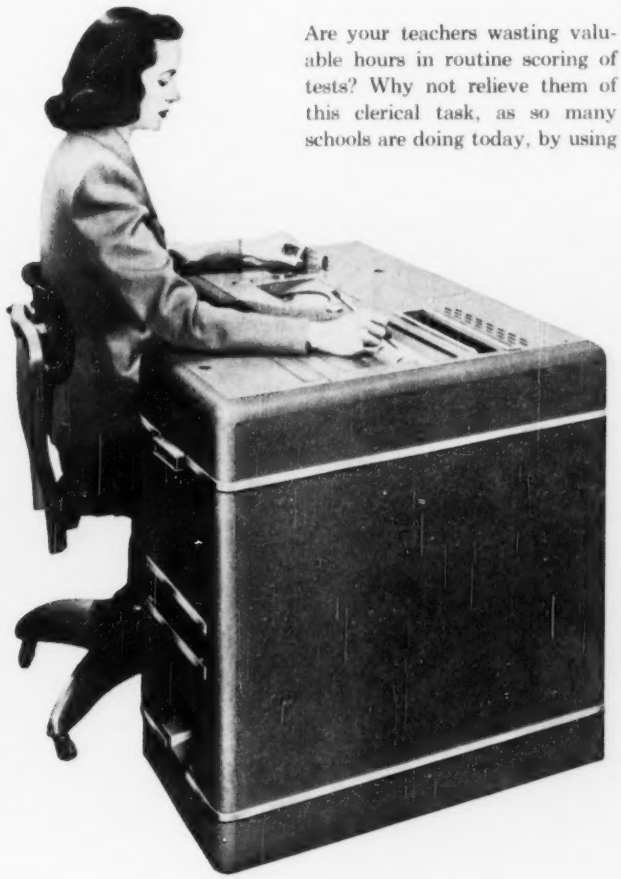


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NEWS...

A.A.U.W. Would Aid Grade Teacher Situation

WASHINGTON, D.C.—A long-range citizens program to combat the grade school teacher shortage has been urged by Christine M. Heinig of the American Association of University Women. Miss Heinig is childhood education associate on the headquarters staff of the association.

"A single salary scale will help to fill the grade school ranks," Miss Heinig asserts, "but the problem is too complicated to be solved simply by raising salaries and reconverting high school teachers to take over elementary school classes." She recommends to the local A.A.U.W. groups that they:

1. Study teacher certification laws in their states to see if they are up to date.
2. Visit teacher training colleges to get firsthand information on courses.
3. Get the cooperation of college boards and offer services in collecting data that might be of use in making grade school teaching more attractive.
4. Set up advisory services for young persons to take training as teachers, collect the catalogs of training centers and interpret the colleges to those young persons and their parents.

Miss Heinig cited two studies by A.A.U.W. groups as significant. One made in New Jersey by a committee of six found a major cause of the teacher shortage to be the "pathetic inadequacies in the physical setup of teachers colleges —colleges built half a century ago to accommodate a fraction of their present enrollment for a two-year normal school curriculum."

The other was a survey by a committee of nine in Hartford, Conn., which showed that the increased numbers of children of school age are crowding out the kindergarten in many places.

Trained Librarians Needed

MINNEAPOLIS.—During the next few years Minnesota will need approximately 450 school librarians trained to administer school libraries, according to E. W. McDiarmid, librarian at the University of Minnesota and director of its division of library instruction. The most acute need will occur in school systems having from 200 to 500 students, he said. In many of these systems, responsibility for library administration is a part-time assignment of a teacher.

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NAMES IN THE NEWS

SUPERINTENDENTS...



H. L. Shibler

Herman L. Shibler, superintendent of schools and president of the junior college at Highland Park, Mich., since 1942, has been appointed superintendent at Indianapolis, effective October 1. Dr. Shibler has had 28 years of experience as a teacher, principal and superintendent in Ohio and Michigan schools. At Indianapolis he will succeed **Virgil Stinebaugh,** who asked in May to be relieved and to be assigned to a lesser professional position. The superintendent's salary has been increased from $12,000 to $15,000.

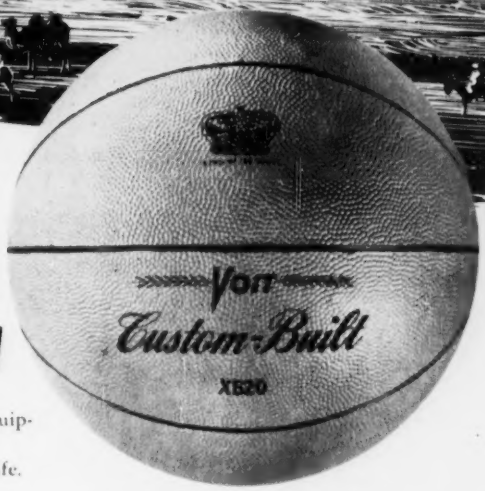
Stanley S. Wynstra, superintendent of schools at Bremerton, Wash., has been appointed superintendent at Yonkers, N.Y. Dr. Wynstra formerly was a high school principal at Burlington and Longview, Wash., and superintendent at



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NEW YORK 10, CHICAGO 10, LOS ANGELES 11



NEWS...

Mount Vernon, Wash. His successor at Bremerton is **Armin G. Jahr,** formerly assistant superintendent of schools there.

Roy G. Dennis, former high school principal at Kelso, Wash., has been named superintendent of Kelso schools. He succeeds **Lawrence Mead,** acting superintendent. Mr. Dennis was high school principal at Kent, Wash., last year. (See page 42 for an article on the Kelso schools investigation by a National Education Association-Washington Education Association committee.)

Peter C. Holm has been appointed assistant superintendent in charge of elementary education for the Denver public schools. Mr. Holm had been principal of South High School in Denver for 10 years. Previously he had served as principal in various elementary and junior high schools.



Peter C. Holm



Selma Gaub is the new superintendent of schools for Prairie County, Montana, succeeding **Irene Tusler,** who resigned.

Wilbur J. Springer has resigned as superintendent of schools at Bay Village, Ohio, to accept a similar position at Ashland, Ohio.

Harry H. Cloke, superintendent of schools at Box Elder, Mont., for the last five years, is now superintendent at Browning, Mont.

Bonner Frizzell, superintendent of schools at Palestine, Tex., since 1919 and a member of the Palestine faculty for 36 years, was retired effective August 31. His successor is **E. D. Cleveland,** superintendent at Gladewater, Tex. New Gladewater superintendent is **Dana Williams,** who formerly held a similar position at White Oak, near Longview, Tex.

Simon H. Moore is the new superintendent of schools at Cromwell, Conn., succeeding **Daniel Chubbuck,** who has been appointed state supervisor of schools for Colchester, East Haddam, East Lyme, Hebron, Marlborough and Lyme, Conn.

James B. White, superintendent of the community high school at Aledo, Ill., last year, has been appointed superintendent of the newly organized Aledo community unit school district, No. 201.

John C. Evans Jr., associate professor at Brigham Young University, Provo, Utah, has been named assistant superintendent of schools at Ogden, Utah.

E. W. Solyst, for the last seven years superintendent of schools at Alvarado, Minn., has been appointed to a similar position at Kerkhoven, Minn.

L. M. Wikre has resigned as superintendent of schools at Crookston, Minn., to accept a similar position at Red Wing, Minn. Mr. Wikre's successor at Crookston is **Farley D. Bright,** superintendent at Aitkin, Minn., since 1947.

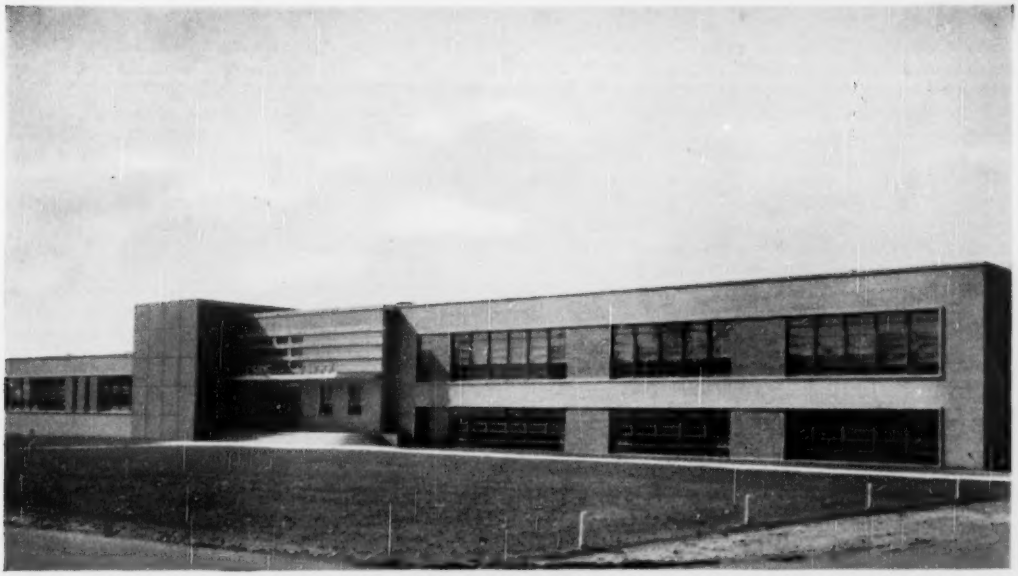
Fred A. Smith, principal of Wakelon School at Zebulon, N.C., has been elected assistant superintendent of schools for Wake County, North Carolina.

Kenneth Klooze has been named superintendent of schools at Manvel, N.D.

Robert H. McCarn, superintendent of schools at Sanford, Me., for the last four years, has accepted a similar position at Southbridge, Mass.

T. D. Tveten, who has been superintendent of schools at Sebeka, Minn., for the last eight years, has resigned to become superintendent at Kiester, Minn.

Joe B. Peters, high school principal at Havre, Mont., for the last two years, has resigned to accept a position as superintendent of schools at Meeker, Colo.



One- and two-story Lakeside School, Richmond, Va., is fire-safe because it combines Bethlehem Open-Web Joists, concrete floors and plaster ceilings. Architects: Dixon & Norman, Richmond. Contractor: R. H. Wattinger, Richmond.

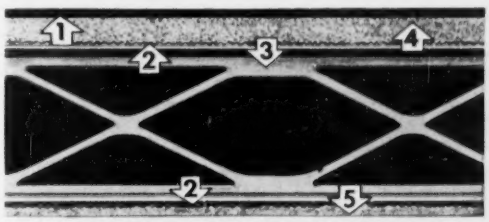
WHERE DOES *Fire-Safety* STAND IN YOUR CONSTRUCTION PROGRAM?

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NEWS...

John A. Metrinko is the new superintendent of schools at Olyphant, Pa., succeeding the late **John A. Dempsey.** Mr. Metrinko has been principal of Olyphant Junior High School since 1948.

Harold Wilson, superintendent of schools at Maumee, Ohio, has been named to a similar position at Highland Park, Ill.

Dudley P. Van Arnam, secretary to the board of education at Troy, N.Y., has been named superintendent of Troy schools. **Kenneth Doyle,** formerly Troy High School principal, is now assistant superintendent of schools.

Okey E. Hodge, principal of East High School, Huntington, W.Va., since it opened 10 years ago, has been appointed assistant superintendent of schools for Cabell County, West Virginia. He succeeds the late **E. Q. Swan.**

William Reiley, superintendent of schools at Silver Grove, Ky., since 1948, has been named superintendent at Dayton, Ky., succeeding **Olin W. Davis.** Mr. Davis resigned to accept a position as assistant to the director of placement in the education department of Purdue University.

Ralph W. Sheek has resigned after 17 years as superintendent of schools at Franklin, Ind., to accept a position with a book publishing company.

Raymond Huff has resigned as superintendent of schools at Clayton, N.M., a position he has held for the last 30 years. He will continue as chairman of the state board of education through the present administration. Mr. Huff's successor as superintendent will be **Berry N. Alvis,** high school principal at Clayton for the last 17 years. **Marvin Rohovec,** science instructor, will succeed Mr. Alvis as principal.

Harry R. McPhail, formerly superintendent of the Iowa Anne Whittenmyer Home for Boys and Girls at Davenport, Iowa, has been elected superintendent of schools at Ames, Iowa.

Wesley R. Ruby has been appointed superintendent of community unit school district 16, which includes New Berlin, Loami, Curran and Berlin, Ill. Mr. Ruby, superintendent of schools at Grant Park, Ill., for 19 years, succeeds **J. E. Crum,** who resigned to become superintendent at Streator, Ill.

Glenn A. Sealy, district superintendent of schools, first district of Lewis County, New York, is retiring this fall after 31 years in that position.

Fred E. Bryan, formerly director of elementary education at Uniontown, Pa., has been elected superintendent of the Uniontown city schools.

Thomas J. Holmes, principal of the Woodrow Wilson High School, Washington, D.C., since 1946, has been promoted to the position of associate superintendent in charge of personnel. **Richard R. Foster,** director of research in the public schools of Dayton, Ohio, has been appointed associate superintendent in charge of educational research.

Alton G. Kloss has resigned as director of admissions and placement at Thiel College, Greenville, Pa., to accept a position as superintendent of the Western Pennsylvania School for the Blind at Pittsburgh.

Theodore Stewart, formerly high school principal at East Syracuse, N.Y., is now superintendent of East Syracuse schools. His successor as principal is the vice principal, **Stanley S. Zamory.**

Woodrow W. Purdy, superintendent of schools at Rockford, Ohio, for the last nine years, has been named superintendent at Urbana, Ohio.

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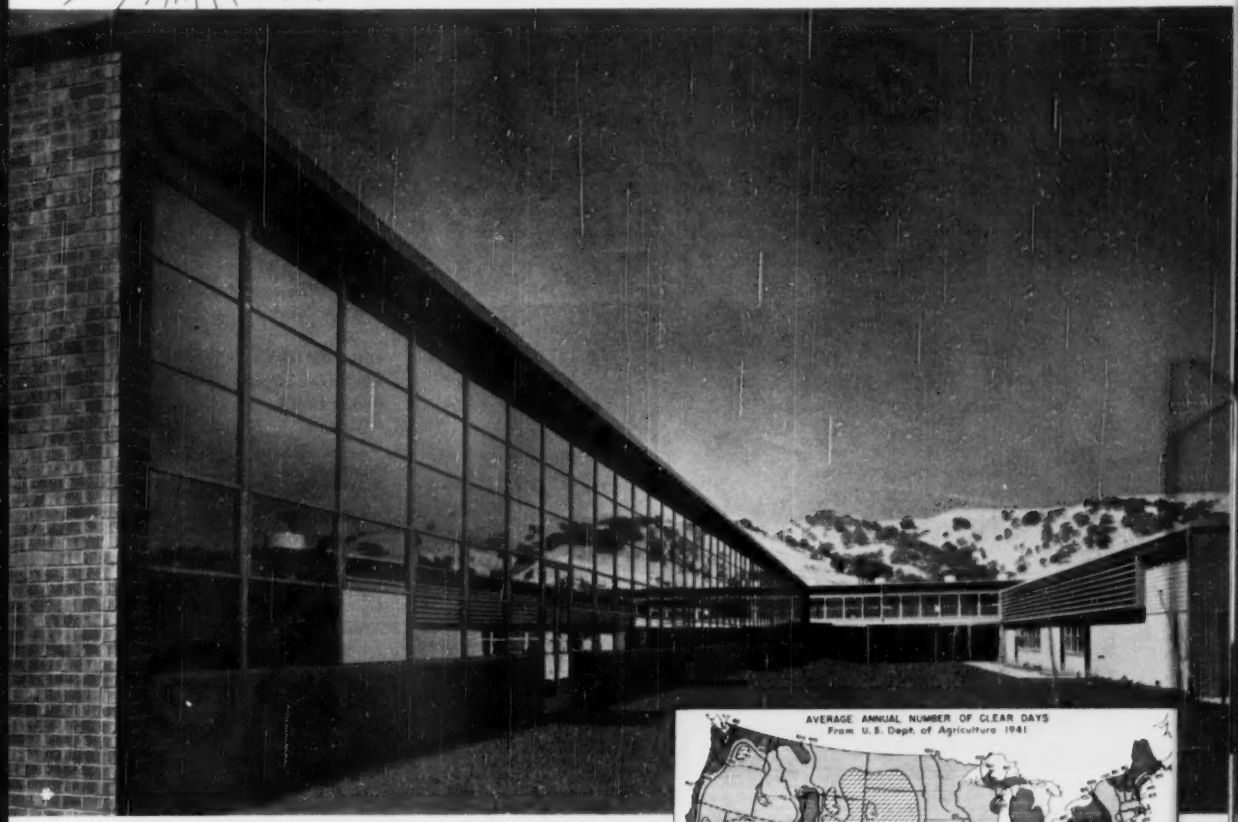
No. 11 No-Tip Steel Folding Chair

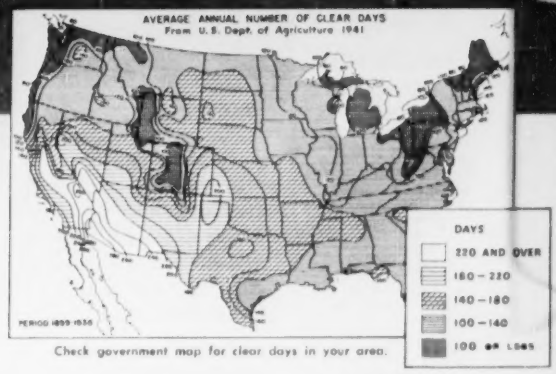
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NEWS...

Mrs. R. H. Livingston has resigned as superintendent of public instruction for Madison County, North Carolina.

Fred W. Snell, assistant superintendent of schools at Scarsdale, N.Y., has been appointed superintendent at Franklin, N.H. He succeeds **Donald W. Dunnan,** who resigned to accept a similar position at Malone, N.Y.

Hugh Summers, high school principal at Olathe, Colo., has been appointed superintendent of the high school system of Montrose County, Colorado.

James L. Bunker, a veteran of 49 years in the teaching profession, has retired from his position as administrative assistant to the superintendent of schools for Alameda County, California.

Robert F. Savitt, junior high school principal at Amherst, Mass., has been appointed superintendent of schools at Hadley, Mass.

W. M. Ostenberg, head of the schools at Coffeyville, Kan., for the last eight years, is the new superintendent of schools at Salina, Kan.

A. P. Sonstegard has resigned as superintendent of schools at Bridgewater, S.D., to accept a similar position at Redfield, S.D. His successor at Bridgewater is **Charles M. Foreman.**

PRINCIPALS . . .

Charles W. Clark, supervisor of industrial arts and cooperative education in Schenectady, N.Y., has been appointed principal of Vocational High School and director of vocational education in that city.

Elmo C. Wierenga, formerly civics and American history teacher at Central High School, Grand Rapids, Mich., is now principal of Ottawa Hills High School in the same city.

T. Francis Reidy, assistant headmaster of the New York Military Academy, Cornwall-on-Hudson, N.Y., has been promoted to headmaster of the school. He succeeds **Lieut. Col. Harry W. Scarborough,** who retired recently.

Sam P. McConnell, high school principal at Hixson, Tenn., for the last three years, has been named to a similar position at Red Bank, Tenn. He succeeds **W. H. Millsaps,** now principal of Central High School, Chattanooga, Tenn.

Alan Shankland, principal of the new Eastlake Junior High School now under construction at Willoughby, Ohio, has been appointed principal of Willoughby High School. He succeeds **Mrs. Paul Swanson,** who resigned to accept a position as assistant dean of women at Kent State University, Kent, Ohio.

G. N. Stephens, superintendent of schools at Edgeley, N.D., for the last three years, is now high school principal at Riverdale, N.D.

Loe W. Schu, high school principal at Mount Carmel, Pa., has been appointed supervising principal of Mount Carmel schools.

Bentley Baker, formerly high school principal at Commerce, Okla., has been named to a similar position at Picher, Okla.

Gerald C. Daniels, physical education and health teacher, is the new high school principal at Chardon, Ohio.

John N. Chassin, assistant principal of Kensington High School, Buffalo, N.Y., has been named principal of the school. **LaVerne H. Engel,** assistant principal of Burgard Vocational High School, has been appointed principal of Seneca Vocational High School.

William D. Stephens, principal of Salt Lick Consolidated School in Bath County, Kentucky, for the last six years, has





Installation at Norclay Elementary School, Kansas City, Mo.

A Few SCHOOL Installations

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Atchison Grade School
Bala-Cynwyd School
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Border Star School
Carleton School
Cedar City High School
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Dartmouth College
Edison School
Frostburg High School
Ga. School for Deaf
Georgia Tech
Glen Ellyn High School
Hilmar Union H. S.
Immanuel Lutheran S.
Kenilworth School
Litchfield High School
McKinley High School
Mexican School
Mo. State Training S.
Mt. St. Michaels Acad.
Oakdale Christian S.
Outer Mission H. S.
Penn. Soldiers' O. S.
Penn. State College
Princeton University
Ridley Township H. S.
Santa Barbara St. Col.
Somerset High School
South Side School
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Yeiger School

• In the early years of learning when examples are set, sanitary Bradley Washfountains make it easy to get the cleanliness habit. Automatic foot-control, self-flushing drain, and ever-clean spray of fresh running water are convenient health-protecting features.

One Bradley serves 8 to 10 students simultaneously with little more water than used by a "single person" wash basin. The juvenile height Bradley as illustrated above is designed for kindergarten and lower grades. Send today for fully illustrated Catalog 4701 including suggested floor plans. BRADLEY WASHFOUNTAIN CO., 2207 W. Michigan Street, Milwaukee 1, Wisconsin.

Distributed by Plumbing & heating wholesalers

Catalog 4701 sent promptly upon request

BRADLEY washfountains

PICK UP THE PHONE AND SAY GOODBYE TO NOISE!

Gold Bond's new 2-way Sound Control Plan is the answer

SLAMMING doors, clattering dishes, echoing footfalls and loud voices add up to an awful racket. But you can put a stop to it by calling your local Gold Bond Acoustical Applicator. He can solve your noise problem in a hurry, and without interrupting your regular routine, thanks to Gold Bond's new 2-Way Sound Control Plan. Here's how it works:

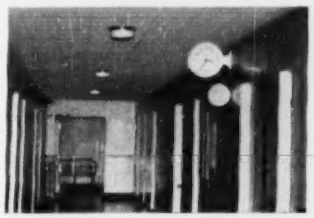
1. EXPERT SERVICE AND INSTALLATION. Gold Bond Acoustical Applicators are located all over the country. Your local Applicator will be glad to talk over your noise problem with you. He'll tell you which of Gold Bond's five acoustical products is best for the job. And his expert, factory-trained crews will work nights or on weekends so they won't get in your way.

2. FIVE PRODUCTS TO CHOOSE FROM. Every sound conditioning job has its own problems. Your office may have an unusual ceiling design. Or you may have very little money for modernizing purposes. That's why Gold Bond makes five different Acoustical products to cover every possible need and meet any budget.

Your local Gold Bond Acoustical Applicator will gladly show you samples; or write us at Buffalo, Department NS-10.



NO INTERRUPTIONS. *Your Gold Bond Applicator will do the entire job at night or on weekends.*



BEAUTIFUL RESULTS. *A big variety of washable and repaintable designs, surfaces and colors, priced to fit your budget.*



FREE SOUND CONDITIONING ESTIMATE

Phone your local Gold Bond Applicator NOW!

Central Roofing Co.	*Abilene, Tex.*
Lydick-Browne Roofing Co.	*Albuquerque, N. M.*
E. L. Thompson Acoustics, Inc.	*Atlanta, Ga.*
D. D. Parks & Sons	*Baltimore, Md.*
J. F. Ryan Company	*Billings, Montana*
Badham Insulation Co., Inc.	*Birmingham, Ala.*
Dillaby Fireproofing Co.	*Cambridge, Mass.*
J. M. Sutler Acoustical Co.	*Charleston, W. Va.*
A. A. Metts Co.	*Charlotte, N. C.*
Geo. W. Wallace	*Chattanooga, Tenn.*
Fisher-Busse Co.	*Chicago, Ill.*
F. A. Kamp Flooring Co.	*Cincinnati, Ohio*
H. A. Erf Acoustical Co.	*Cleveland, Ohio*
South Texas Materials Co.	*Corpus Christi, Texas*
Acoustic Builders Specialty Co.	*Dallas, Texas*
Myron Cornish & Co.	*Dayton, Ohio*
John C. Reeves & Co.	*Denver, Colorado*
N. H. Wiheland & Co.	*Des Moines, Iowa*
Turner-Brooks, Inc.	*Detroit, Mich.*
Lee Building Specialties Co.	*Eau Claire, Wis.*
Southwest Acoustical Co.	*El Paso, Texas*
General Insulation Co.	*Evansville, Ind.*
Lydick Roofing Co.	*Fort Worth, Texas*
Healey & Poposich	*Fresno, Calif.*
Better Homes Inc.	*Hagerstown, Md.*
J. A. Walsh & Co.	*Houston, Texas*
General Asbestos & Supply Co.	*Indianapolis, Ind.*
Best Interiors, Inc.	*Jackson, Miss.*
Jacksonville Tile Co.	*Jacksonville, Fla.*
Eustis Lancaster Associates	*Johnson City, Tenn.*
Cockerell Engineering & Fireproofing Co.	*Kansas City, Mo.*
Eustis Lancaster Associates	*Knoxville, Tenn.*
Acoustical Engineering Co.	*LaCrosse, Wisconsin*
Crawford Door Sales Co.	*Little Rock, Ark.*
The Sound Control Co.	*Los Angeles, Calif.*
Braun Acoustical Co.	*Louisville, Ky.*
Hamilton Roofing Co.	*Lubbock, Texas*
Fischer Lime & Cement Co.	*Memphis, Tenn.*
Acoustical Contracting Co.	*Merrill, Wis.*
Rowell Flooring Company	*Miami, Florida*
Insulation Service Company	*Milwaukee, Wis.*
Hauenstein Co.	*Minneapolis, Minn.*
Gold Bond Acoustical Co.	*Mobile, Ala.*
Building Specialties Co.	*Moorhead, Minn.*
National Acoustics	*New York, N. Y.*
Febre & Co.	*Norfolk, Va.*
L. H. Clawson Co.	*Oakland, Calif.*
Acoustical Sales & Plaster Co.	*Oklahoma City, Okla.*
Porter-Trustin Co.	*Omaha, Nebraska*
Pearson Insulating & Dist. Co.	*Pharr, Texas*
Chas. M. Wall, Inc.	*Philadelphia, Pa.*
Standard Floor Co.	*Pittsburgh, Pa.*
McL. L. O'Ferrall & Co.	*Richmond, Va.*
Modern Floors, Inc.	*Roanoke, Virginia*
Johnson-Olsen Floor Coverings, Inc.	*Rockford, Ill.*
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Utah Pioneer Corp.	*Salt Lake City, Utah*
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Morrison-Hope Co.	*San Bernardino, Calif.*
Northwest Sound Control Co., Inc.	*Seattle, Wash.*
Midwest Acoustical Co.	*Sioux Falls, S. D.*
Rhodes-Rodier Co.	*Springfield, Ill.*
Queen City Wood Works & Lumber Co.	*Springfield, Mo.*
Missouri Builders Specialty Co.	*St. Louis, Mo.*
Midwest Marble & Tile Co.	*Tulsa, Okla.*
J. F. Kelley Co.	*Warsaw, Indiana*
A. W. Lee Co.	*Washington, D. C. (Arlington)*
Northern Steel Buildings, Inc.	*Watertown, N. Y.*
Self Linoleum & Shade Co., Inc.	*Wichita, Kans.*
Wester Acoustical & Insul. Co.	*Youngstown, Ohio*
CANADA: William G. Kerr	*Toronto, Ontario*

You'll build or remodel better with Gold Bond Acoustical Products

NATIONAL GYPSUM COMPANY • BUFFALO 2, N. Y.

NEWS...

been elected high school principal at Del Rio, Tex.

Forrest L. Tabor, former high school principal at Coal City, Ill., has been named to a similar position at Rock Falls, Ill.

Albert Clinton May, principal of Harding High School at Marion, Ohio, has accepted a position as high school principal at Steubenville, Ohio.

Stuart C. Chaplin has resigned as high school principal at Newport, Me., to become headmaster of Berwick Academy at South Berwick, Me. Mr. Chaplin's successor at Newport is **Vance L. McNaughton.**

Paul K. Phillips, a member of the faculty of Blake School, Minneapolis, for the last eight years, has been named headmaster of Worcester Academy, Worcester, Mass.

Asa P. Daggett has been elected high school principal at Biddeford, Me.

H. A. Hathill, formerly grade and high school principal at Worden, Ill., has assumed his new duties as principal of the township high school at Johnston City, Ill.

Wallace E. Lamb, supervising principal of the Schoharie Central School, Schoharie, N.Y., has been appointed supervising principal of schools at Greenport, N.Y.

William K. Gillespie has been named high school principal at Pompton Lakes, N.J. Mr. Gillespie has held a similar position at Franklin, N.J., for the last two years.

Robert Brice Carson, assistant principal and English teacher at Columbus High School, Columbus, Ga., has been appointed principal of the school.

Vernon W. Smith has resigned as principal of North Fremont High School, Ashton, Idaho, to accept a position as director of guidance services for Bannock County, Idaho.

E. A. Williamson has resigned after 14 years as high school principal at Henryetta, Okla., to accept a similar position at Ada, Okla.

Archibald C. Coolidge has resigned as head of the English department at Hotchkiss School, Lakeville, Conn., to become headmaster of the Manlius School, Manlius, N.Y.

Mathew J. A. Smith, supervising principal of the schools at Fleetwood, Pa., for the last 24 years, has retired.

Robert L. Workman, administrative assistant to the chairman of the secondary education department at New York University, has been appointed headmaster of Adelphi Academy in Brooklyn, N.Y.

G. Evertt Ebbertt, formerly superintendent of schools at Attica, Ind., is now high school principal at Anderson, Ind.

William L. Lowther has been appointed high school principal at Belvidere, N.J. Mr. Lowther has been a member of the public school faculty at Doylestown, Pa., since 1938.

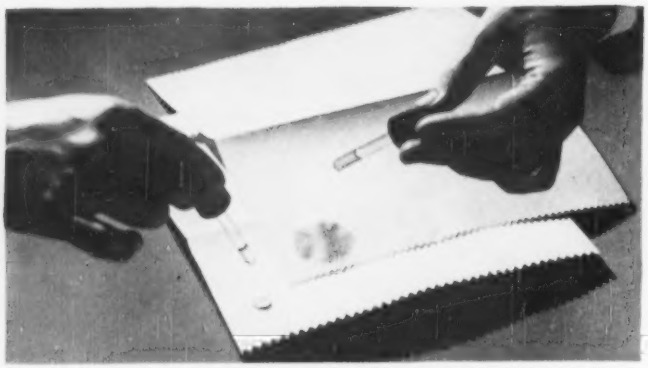
Michael Herk, recently elected junior high school principal at Donora, Pa., has been advanced to the position of principal of Donora High School.

Earl H. Schroer is the new principal of Benson High School, Omaha, Neb. Mr. Schroer has been assistant principal and dean of boys at the high school for 17 years.

Eldon W. Christopher, who has been doing graduate work at George Washington University, Washington, D.C., has been appointed high school principal at Tappahannock, Va.

Buster King, formerly a teacher at Lallon, Nev., now is principal of the Lander

IN TOWELS: RAPID ABSORBENCY=ECONOMY

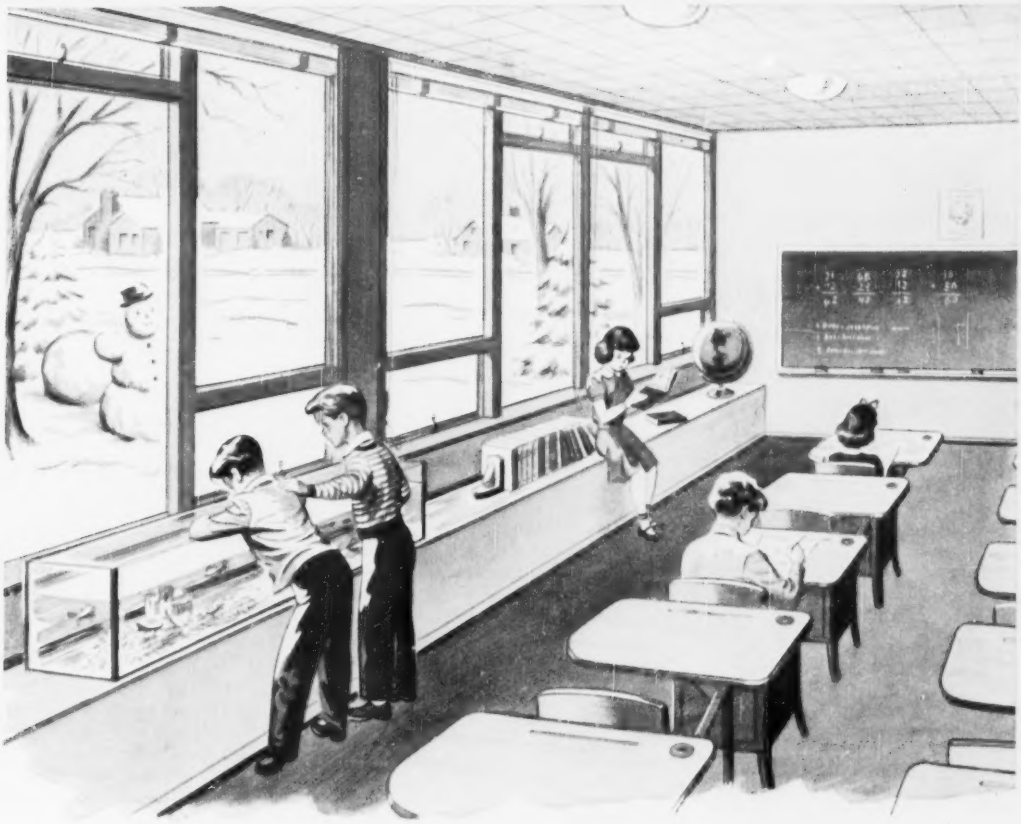


See how a drop of water is absorbed *INSTANTLY* by a MOSINEE Pure Sulphate Towel (the top one), while the ordinary paper towel (the bottom one) "supports" a similar drop, failing to absorb it.

No words can tell this story to buyers of school towels as effectively as the test pictured above. For when you purchase towels, you purchase the ability of a towel to dry hands quickly—and completely. MOSINEE TOWELS, used through MOSINEE CABINETS, equal the utmost in washroom economy because they are made to meet rigid absorbency specifications.

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PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROLTOWLS • BATH-TOWLS



HOW TO MAKE THE WINDOW AREA MORE USEFUL

At least one wall of windows is standard in modern schoolrooms. You'll get the *full* advantage of this transparent wall in your new buildings only if you use insulating glass... *Thermopane*® insulating glass.

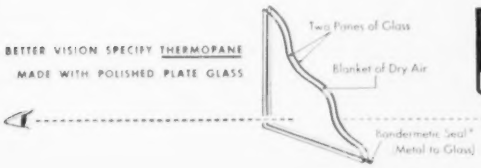
Thermopane, two panes of glass with a dry air space sealed between, provides not only the natural daylight and view you want but also the comfort and economy of an *insulated wall*.

Clear, flat glass transmits more light than any other glass product. *Thermopane* transmits 81% of natural daylight. Large *Thermopane* units are glazed without numerous sash members or opaque mortar joints which reduce light transmission.

Thermopane with ½" air space between the panes has the insulating value of a solid ten-inch brick and concrete wall. It saves fuel. It may enable you to install a smaller heating plant. It makes the window ledge and the floor space near the windows more usable because that area is free from drafts and chill.

Thermopane is being used today in many of the most inexpensively yet successfully designed schools. On a square-foot basis, it is an economical wall material. Write for our booklet "Daylight Engineering for Schools" and *Thermopane* literature.

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MADE WITH POLISHED PLATE GLASS



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Illustration on screen from S.V.E. filmstrip, "Biology of Spiders"

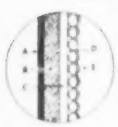
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Important details that are blurred or missed completely when films are shown on a soiled or makeshift screen come out sharp and clear on Da-Lite's famous Crystal-Beaded picture surface. This finer non-sagging, non-cracking screen fabric with its superior light-reflective surface can improve projection 100%.

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Tripod and hanging screens in sizes for every need include the popular-priced Model B Hanging Screen shown above.

Write for **FREE** sample of Da-Lite Crystal-Beaded screen fabric and interesting brochure entitled "Planning for Effective Projection" which tells how to choose the right size screen for any requirement . . . answers many questions on projection . . . gives full details on all Da-Lite models.

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Please send FREE sample of Da-Lite Crystal-Beaded screen fabric and 6 page brochure "Planning for Effective Projection"

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NEWS...

County High School, which is located at Battle Mountain, Nev.

OTHERS . . .



J. B. Davis Jr.

John Bradford Davis Jr. has been appointed executive secretary of the New England School Development Council. Mr. Davis formerly was acting dean of men at the University of New Hampshire. As council secretary he will succeed **Alfred D. Simpson** of the Harvard University Graduate School of Education, who has asked to be relieved of the active secretaryship because of the pressure of other duties. Professor Simpson will continue with the council in an advisory capacity as general secretary. He has been appointed chairman of a university-wide committee that will supervise Harvard's program for the improvement of administrator preparation. The university is one of five pilot centers in the project financed by the Kellogg Foundation.

H. A. Berens of Elmhurst, Ill., has been appointed education director of the Chicago Historical Society to expand the society's work in the public and parochial schools of Cook County.



R. C. Brower

Richard C. Brower, supervisor of visual and radio education for the Minnesota Department of Education, is the first president of the recently organized Association of Chief State School Audio-Visual Officers. He succeeds **Francis Noel** of the California Department of Education, president of the interim committee in charge of drawing up organizational plans for the group. Other officers are: vice president, **Earl Cross,** Oklahoma Department of Education; executive secretary-treasurer, **Floyde Brooker,** U.S. Office of Education; and members of the board of directors, **A. B. Davis,** Louisiana Department of Education; **Hugh Proctor,** Texas Education Agency, and **Ward Bowen,** New York State Department of Education.

Robert W. Eaves is the new executive secretary of the Department of Elementary School Principals of the National Education Association. He succeeds **Eva G. Pinkston,** who retired September 1. Dr. Eaves came to N.E.A. headquarters in 1944 as the first executive secretary of the National Commission on Safety Education. Miss Pinkston, now secretary emeritus, joined the N.E.A. headquarters staff in 1931.



M. D. Mobley



L. H. Dennis

M. D. Mobley, who will become executive secretary of the American Vocational Association January 1, has been state director of vocational education for Georgia since 1936. Previously he had served as a teacher, teacher trainer, state supervisor, and assistant state director in the field of vocational education. He is a former president of the A.V.A. and of the National Association of State Directors of Vocational Education. Mr. Mobley will succeed **L. H. Dennis,** who has been executive secretary of the A.V.A. since 1934. Mr. Dennis formerly was a teacher and supervisor in Pennsylvania schools, held several positions in the Pennsylvania Department of Public Instruction, and was assistant state superintendent of schools in charge of secondary education and supervisor of teacher training and vocational education in Michigan.



L. H. Snader

L. H. Snader, formerly supervising principal of the independent school district of Abington, Waverly, Pa., is now adviser on secondary education in the Pennsylvania Department of Public Instruction. Mr. Snader is a member of the evaluating committee of the Middle States Association of Secondary Schools and Colleges.

IN THE COLLEGES . . .

Judson T. Shaplin has been appointed assistant dean of the Harvard Graduate School of Education. He formerly was registrar of the school.

G. D. McGrath, director of teacher education at the University of Illinois College of Education, has been named head of the education department of Arizona State College at Tempe.



"Not just a sea of faces..."

I suppose every teacher feels the same challenge I do looking at a new class. This is not just a sea of faces confronting me, but thirty distinct personalities each with his or her individual needs . . . and it's my job to discover what they are. An important part of that job, I know, is understanding the health and nutrition habits of each one of these boys and girls. That's why one of the first things I do each year as part of our nutrition education program is to find out how each child's eating habits can be improved. Helping these youngsters make health gains is one of my job's greatest satisfactions.

This teacher is typical of many from every state in the Union who write General Mills requesting food survey forms or nutrition education materials. Every year more and more teachers are realizing what a great contribution they can make toward improving the health of America's children by integrating nutrition studies into their curriculums. If you would like help in this important work, why not let us provide you with materials, plans and guidance for a complete nutrition education program. Write today to: Education Section, Dept. of Public Services, General Mills, Inc., Minneapolis 1, Minn.

RECORD OF A COUNTY

Emphasis on nutrition in the schools of this typical Midwest county resulted in the following improvement.

	NUMBER SURVEYED	GOOD DIETS	POOR DIETS
1948	1,082	34%	37%
1950	859	48%	24%

14% more children reporting good diets!



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Only ATKINS makes "Silver Steel" saws



Of all fine saws—
the finest are
"Silver Steel"
saws

PEDIGREED!

America's finest saw — the champion of champions — Atkins No. 65 — is the proud sire of a pedigreed son — Atkins Jr. 65.

Here is the ideal saw for school training shops! Atkins Jr. 65 has a genuine "Silver Steel" blade only 16 inches long. It has the same type Perfection Handle, the same taper grinding, the same high polish, the same precision balance that have made Atkins No. 65 the prime favorite with careful craftsmen everywhere!

Not only students with small hands, but adults as well, will welcome Atkins Jr. 65 as a light-weight, easily-handled, accuracy-plus instrument for fast-cutting, no-fatigue workmanship.

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402 S. Illinois Street, Indianapolis 9, Indiana
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ATKINS

PROTECT OUR CHILDREN

Indoors too



safeguard their health with Straubel papers!

REDUCE WASTE • CUT COSTS
AT THE SAME TIME . . .

Straubel tissues and towels play an important role in health protection because they're so *sanitary*, soft and absorbent — so kind and gentle to the skin. In addition, they lower washroom maintenance costs because you *need less to do more!* For instance, one Straubel Texturized towel does the drying of two ordinary paper towels and does not disintegrate in your hands when wet. With Straubel papers, you *know* you have the best. To fully appreciate all their merits, write us — or call your nearest Straubel supplier.





Straubel
TOWELS & TISSUE

Straubel tissues are made in ALCOVE, INTERFOLD and "Convenience Cut" ROLL types — Straubel towels in singlefold or multifold — White sulphite Texturized bleached White or Natural. All are made to fit standard fixtures.

STRAUBEL PAPER CO. • GREEN BAY • WIS.



One BURROUGHS ACCOUNTING MACHINE WILL DO *both* BUDGETARY AND PAYROLL ACCOUNTING

This useful and versatile Burroughs accounting machine can be kept busy every day, doing the work of two, even three, separate machines.

This Burroughs by-passes old-fashioned accounting methods to furnish all administrators with accurate *current* reports of activities under their control.

Payroll accounting is reduced to two operations: 1) time and earnings are computed; 2) complete checks and *all* payroll records are prepared together . . . four records at one writing!

This Burroughs is a complete accounting machine . . . it can do almost any job in your office. And it is a machine on which any operator—even an inexperienced one—can keep books faster, more simply, more economically.

Call your local Burroughs office, or write to us, for the booklet *Streamlined Accounting*, which gives the full story of the Burroughs governmental accounting machine's versatility and usefulness to you. Burroughs Adding Machine Company, Detroit 32, Michigan.

WHEREVER THERE'S BUSINESS THERE'S **Burroughs**

QUICKLY FOLDS OR UNFOLDS for changing ROOM USES



Mitchell FOLD-O-LEG tables

MORE seating capacity
MORE leg comfort
MORE exclusive features
MORE strength and rigidity
MORE for your money

Churches, schools, hotels, institutions, fraternal buildings. Convert any room into a banquet or group activity room. Clear it in minutes.

Send for folder with complete specifications.

MITCHELL MANUFACTURING COMPANY
2734 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

Bargen STAYPUT-MOVABLE PEDESTAL DESKS



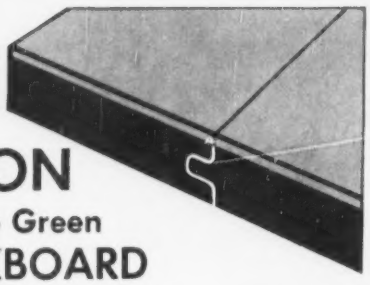
Proved By 20 YEARS OF CLASSROOM USE!

Bargen Staput-Movable Desks encourage natural upright body posture and reduce fatigue . . . so the student profits! They improve classroom discipline—make teaching easier . . . and the teacher profits! They save up to 50% of janitor's sweeping time—up to 35% of valuable floor space. They stand up for year after rugged year . . . so the taxpayer profits! They're the number-one-buy for these and seven other important reasons.

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ACTUAL SIZE

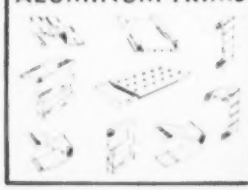


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Clearcite Green
CHALKBOARD

Students farthest away read it with ease. Reduces eye-strain to a minimum . . . ends harsh glare. Provides a pleasant color background for classroom.

Hard . . . longer wearing. Tongue and groove joining gives modern smoother writing surface.

ALUMINUM TRIMS





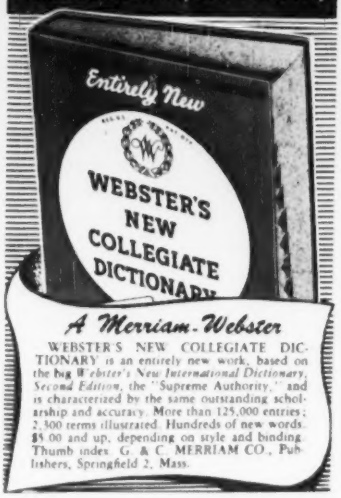
CORK Boards

Perfect for classroom or hall. Soft cork for easy thumb-tacking, yet durable, long lived.

Send for booklet 19

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The Most Up-to-Date, Most Authoritative Handy-Size Dictionary



A Merriam-Webster

WEBSTER'S NEW COLLEGIATE DICTIONARY is an entirely new work, based on the big *Webster's New International Dictionary, Second Edition*, the "Supreme Authority," and is characterized by the same outstanding scholarship and accuracy. More than 125,000 entries; 2,300 terms illustrated. Hundreds of new words. $5.00 and up, depending on style and binding. Thumb index. G. & C. MERRIAM CO., Publishers, Springfield 2, Mass.



↑ **Armstrong's Linoleum** is a moderately priced flooring with a number of advantages which recommend it for use in classrooms, and particularly kindergartens. Appropriate custom designs—such as shown here— are easily achieved in this flooring. It is also long wearing, quiet underfoot, and easy to keep clean. A wide range of light reflectivity values meets most lighting requirements.

↓ **Armstrong's Asphalt Tile** offers a combination of features which make it highly suitable for use in science classrooms. In addition to low first cost, it is highly resistant to wear even under severe conditions. Accidentally spilled chemicals can be quickly wiped up without harm to the flooring. Little maintenance effort is needed to keep this attractive flooring neat and clean.



There's an Armstrong Floor for every school need

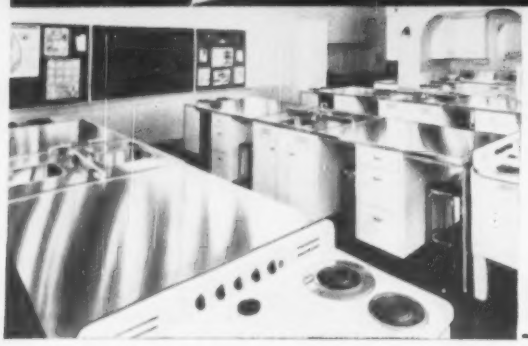
In every school, floors serve a wide variety of needs and are exposed to varying service conditions. Armstrong's Linoleum and Asphalt Tile meet most school requirements. And both are moderate in cost and easy to maintain. There are, however, certain school areas where economy can sometimes be best served by spending a little more for the floor. For instance, because of its rich beauty and unusual durability, Armstrong's Linotile® or Rubber Tile is often the most economical choice for lobbies and corridors. In the school library, Armstrong's Cork Tile would be the ideal choice because of its dignified appearance and its underfoot quiet. Before selecting any resilient floor, call in your Armstrong flooring contractor. He'll recommend the Armstrong Floor best suited to your needs.

FREE BOOKLET contains all the facts. Send today for "Which Floor for Your Business?", a 20-page booklet in full color, which illustrates and gives full information about all the Armstrong Resilient Floors and their uses. It will help you weigh the advantages of one floor against another and aid you in selecting the Armstrong Floor best fitted for each area in your school. For your free copy, write Armstrong Cork Co., Floor Division, 3710 State Street, Lancaster, Penna.





Modernize Laboratories and Domestic Science Rooms with Just Line Equipment



Just Line Stainless Steel Equipment assures the utmost in Sanitation, Long Life and Service. The first cost is the only cost. That's why America's leading Schools install Just Line Stainless Steel equipment in their Laboratories and Domestic Science departments.

Write for Literature N-10-50 and send us your Specifications. Our Engineers will gladly cooperate with you in developing your plans.

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colorful . . . practical

These attractive new all-purpose chairs with solid plastic seat and back combine durable molded plywood and molded plastic. Choice of several decorator plastic colors. Comfortable. Easy to keep clean. The sturdy tables have fluted aluminum columns.

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Pleasantville Cottage School, Pleasantville, N.Y. Architects: Kahn & Jacobs • Thonet Chair 1250, Table 1166.

what's the key to many of the best jobs?

It's often just this—*the ability to operate modern mechanical accounting equipment.*

Sometimes it is not clearly realized how completely the new line of National Accounting Machines blankets the whole extent of mechanized bookkeeping work. Nor, how widely a proficiency in the operation of such machines has become a requisite for acceptance in the most desirable positions.

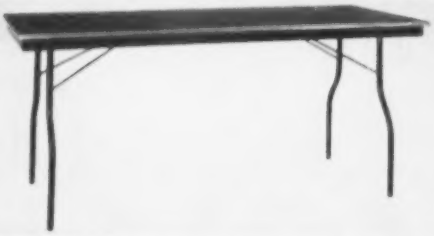
National Accounting Machine sales have more than doubled in recent years. Why? Mainly because they have a combination of time-and-money-saving advantages not found on any other accounting machines.

So, a few minutes with your local National representative, reviewing the latest developments in this field, might prove helpful both to you and to your pupils.



National
ACCOUNTING MACHINES
CASH REGISTERS • ADDING MACHINES

THE NATIONAL CASH REGISTER COMPANY, DAYTON 9, OHIO



IDEAL UTILITY FOLDING TABLES

"IDEAL" for School Cafeterias

IDEAL's the word for it! Note especially the curved tubular steel legs—providing maximum comfort and maximum seating capacity. Note the smooth top and edges of of Masonite.

Look at the underside of the table. Note the heavy steel folding braces, and the foolproof locking device which prevents the possibility of collapse.

Then see how easy it is to fold the table for storage or moving to another location . . . and how, when folded, the table occupies a space only three inches high.

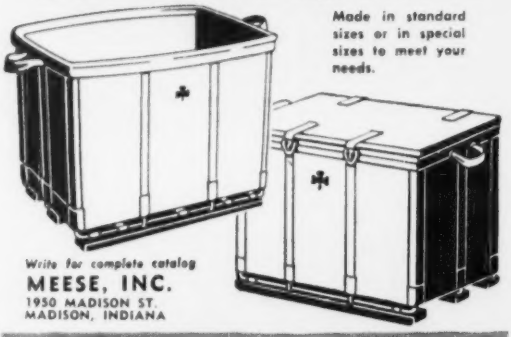
Benches of same design are also available. Write for circular. Dealers are invited to add IDEAL tables and benches to their line of school supplies.

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27 YORK ST.
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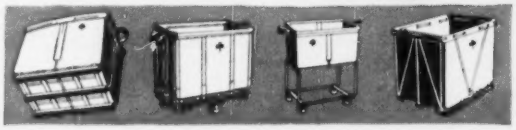
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Made in standard sizes or in special sizes to meet your needs.

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● To keep pace with modern ideas in planning and new, better standards of comfort which demand higher efficiency from heating systems, an ever increasing proportion of America's schools are using Kewanee Boilers.

The McKeesport Vocational High School, McKeesport, Penna., an outstanding example of today's modern schools, is equipped with 3 Kewanee Type "C" Boilers for stoker firing, with a total steam capacity of 22,000,000 Btu hourly.



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The new DURA-SORB mophead is revolutionary! Order some and discover for yourself that spun-cellulose DURA-SORB is vastly superior in performance to any other wet-mop—*or your money back!* . . . An independent laboratory report proves DURA-SORB's overwhelming advance over all other mops, regardless of price, material and form . . . Ask for illustrated DURA-SORB folder of details.

"BIG X" SWEEP MOP

This sweep mop is our leader. Snatches up dust on contact. It's nationally famous. A durable giant—available in widths up to 5 feet! Can be removed from the block for washing. Once you try BIG X, you'll use no other.

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You'll enjoy the fast, thorough performance of this luxurious, high-speed applicator. Reduces cost of applying wax, seals, varnish, etc. More professional floor finishers use HOLZ-EM than any other applicator.

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Order AMERICAN STANDARD products from your regular supplier. He has them—or can get them for you. If not, write direct.

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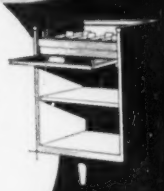
Here it is!

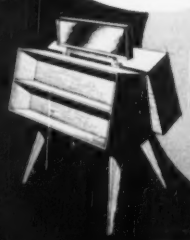
Sjöström's Sparkling 1951 Catalog On *New Life* Library Furniture



And it's yours for the asking. It's styled the way many of you requested . . . packed with LARGE photos and drawings . . . complete with descriptions and specifications.

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To get your copy of Catalog L-50, just write to us at the address below. We will send it at once—at no cost, of course.

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1717 N. Tenth Street, Philadelphia 22, Pa.



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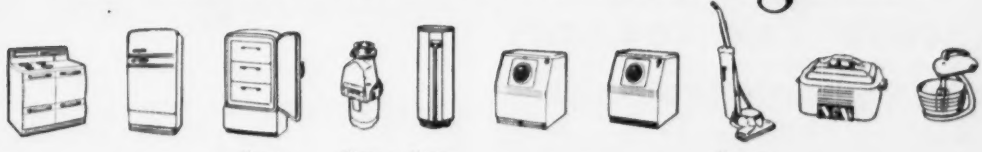
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5 appliances for the price of 1

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...TO SCHOOL LUNCH SUPERVISORS

Here's the answer to CENTRALIZED production and distribution of hot foods



FIRST, the main objective of school feeding is to insure balanced and nutritious foods to build sturdy bodies and active minds in growing children.

This requires uniform, *controlled* food preparation . . . impossible if cooking is done by many people in many schools.

AerVoiD vacuum insulated hot food, soup and liquid carriers make practical *centralized* production and *distribution* of hot foods to service a number of schools from one centralized control kitchen, transporting hot foods even miles if required.

SECOND, at today's high prices for food service equipment and labor, school budgets cannot stand duplication of food production setups in every school.

AerVoiDs solve both problems by providing a means of distributing hot foods . . . by saving the cost of food production setups in many schools.

Thousands in daily service from coast to coast amongst institutions, hospitals, industrial plants, schools, hotels, railroads, camps, caterers and many large Government and commercial feeding operations.

Experienced food consultants to help you work out city or rural school lunch feeding problems without cost or obligation.

Write today for School Feeding Envelope NS50, of special interest to school lunch personnel.

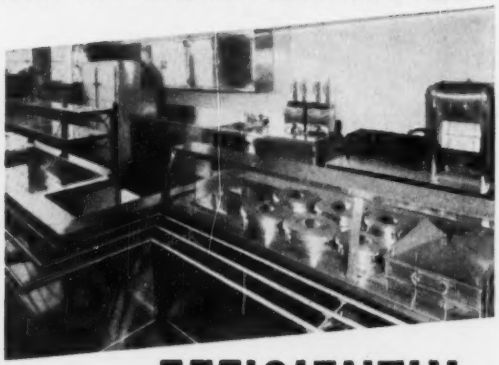
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AERVOID *Vacuum Insulated*
Hot Food, Soup and Liquid Carriers

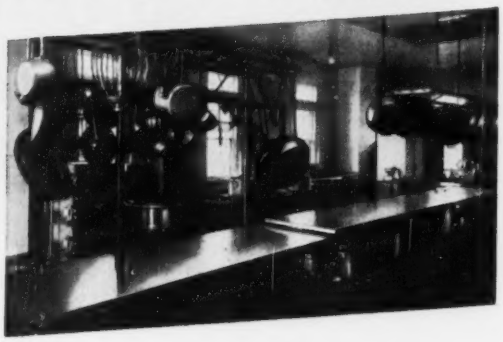


that important noon-time meal . . .

serve it ECONOMICALLY



serve it EFFICIENTLY



with equipment by

PIX

You'll reach your school cafeteria goal—serving nutritionally good, appetizing meals easily and economically—with equipment by PIX.

Let PIX engineers and craftsmen apply their long experience in the school, institutional and industrial cafeteria fields to your feeding problems. Whatever your requirements, a PIX engineered, PIX built, PIX installed cafeteria gives you the facilities for serving better food more efficiently and at lower cost.

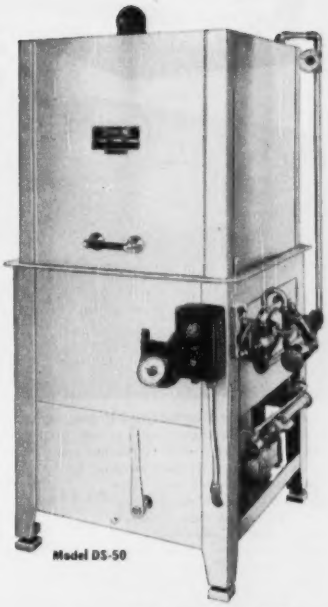
Make yours another of the hundreds of outstanding PIX cafeterias. Send your problem to Dept. V.

ALBERT PICK CO., INC.
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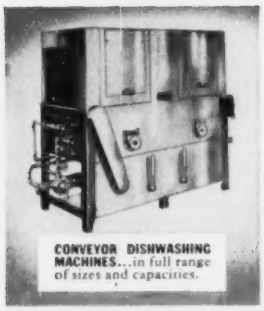
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TOLEDO-STERLING DISHWASHERS

Performance PROVED ... for your needs TODAY!



Model DS-50



CONVEYOR DISHWASHING MACHINES...in full range of sizes and capacities.

Save valuable time with Toledo Sterling Door-Type Machines . . . you get utmost convenience and economy in your dishwashing operations with *exclusive features!* Handy *3-Way Door* . . . opens front and both sides . . . facilitates loading and unloading. *Zip-Lok* makes it easy to remove spray tubes for cleaning, without use of tools. *Easy to clean tank* . . . separator screens easily lifted out . . . complete access to interior of wash tank. This modern machine does a rapid and complete washing job . . . followed by a thorough sanitizing rinse. Proven efficiency . . . outstanding economy and dependability. Send for bulletin 1170.



HYDRO-SCRAP, pre-dishwashing machine, removes refuse by concentrated power flushing . . . operates on free hot water supplied by overflow from dishwasher.

ZIP-LOK



ZIP-LOK...permits easy removal without tools of spray tubes for cleaning. Automatically aligns tubes for quick replacement.

3-WAY DOOR



3-WAY DOOR...one convenient handle opens three sides at once.



WEIGH IT IN. Toledo Receiving Scales ideal for weighing-in all produce and meats . . . Portable Scale Model 1800.



WEIGH IT OUT! Toledo Speedweigh over-and-under scales provide speedy, accurate weighing of portions.

SEND FOR BULLETINS

Check your needs . . . send for latest bulletins on these modern machines for your requirements today—

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- ☐ Door-Type Dishwashing Machines
- ☐ Conveyor Dishwashing Machines
- ☐ Hydro-Scrap Pre-Dishwashing Machine
- ☐ Peelers for Potatoes and Vegetables
- ☐ Burnishers for Silverware

TOLEDO

- ☐ "Gravity-Feed" Choppers
- ☐ Power Meat Saws
- ☐ Steak Machines
- ☐ Speedweigh Portion Scales
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- ☐ Ingredient Scales

Write to . . . **TOLEDO SCALE COMPANY**
Toledo 1, Ohio

Guard your food costs!

WEIGH IN **WEIGH OUT**

Today it's TOLEDO... all the way!

This Low Priced KEWANEE Pre-Wash meets strictest Health Dept. requirements



FAR BETTER than ordinary 3-tub units because it pre-washes with a spray . . . prevents carry-over of soil to the washing compartment. Mixer valve holds spray at proper temperature . . . maintains regulated pressure. Foot lever control.

Pre-washes, washes and rinse-sanitizes in one compact package unit. Takes less than 11 sq. ft. floor space. Cleans over 3000 dishes per hour . . . also glasses, silver, pots and pans. Heats its own water . . . requires no booster. Low price.

WRITE FOR DETAILS

STANDARD UNIT
$396.00

A complete dishwashing operation any food serving establishment can afford. Ruggedly built . . . fully guaranteed. Thousands in use.

KEWANEE INDUSTRIAL WASHER CORP. KEWANEE, ILLINOIS



KILL BLACK-BOARD GLARE use

SKIL Oscillating Sander

DOES LOTS OF SANDING JOBS!

Refinish desks, stair treads, door jambs, window sills, tables. Speed all refinishing with SKIL Oscillating Sander.

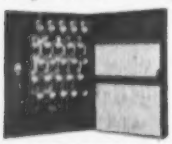
Renew blackboards to their original finish . . . quickly, easily, inexpensively . . . with SKIL Oscillating Sander. Two-way sanding action means better finishes. (*Leading edge sands circularly and trailing edge rubs with a reciprocating motion.*) Light weight for easiest operation on walls. Low first cost and low maintenance costs make SKIL Oscillating Sander ideal for school budgets. Ask your SKIL Tool Distributor for a demonstration.

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MOORE KEY CONTROL* OFTEN PAYS FOR ITSELF IN LESS THAN 2 YEARS!

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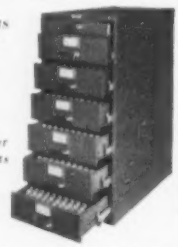


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That meets the Radio and Phonograph needs of your school



RCA VICTOR Model A-82

In one instrument, the finest AM radio and the finest phonograph. Two record changers play all record speeds. One changer plays the distortion-free "45" records. Another automatic phonograph plays 10- or 12-inch records of either 78 or 33⅓ rpm. Designed with the famous "Golden Throat" tone system. Priced within the reach of your school. AC operation.

Illustrated are three typical RCA Victor instruments that fit the requirements of schools for radios and phonographs. In RCA Victor's complete line are many other models ideally suited to school needs—both large and small instruments in various styles and types.

RCA Victor has for many years been the acknowledged leader, the creator of practically every great advance in the radio, phonograph and television industries. Its leadership is now proved more convincingly than ever by the new RCA Victor instruments recently announced. You will find RCA Victor instruments the logical choice for your school.



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EDUCATIONAL SERVICES

RCA VICTOR

DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.

EDUCATIONAL SERVICES, Dept. 62J.
Radio Corporation of America, Camden, N. J.

Please send me full information on RCA Victor instruments ideally suited for schools.

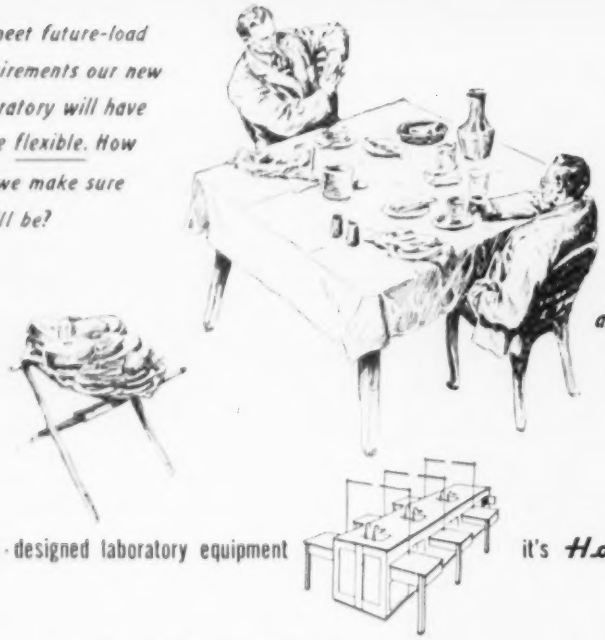
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To meet future-load requirements our new laboratory will have to be flexible. How can we make sure it will be?



Get help from Hamilton on your plans. Their Field Engineering Service has helped solve similar problems hundreds of times . . . always without obligation.

For work-designed laboratory equipment it's *Hamilton*, of course!

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Star Features of Natural Slate Blackboards

endurable
economical ★ traditional
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easiest to maintain
easiest on budget ★ easiest to write on
easiest to erase easiest on eyes

non-warping
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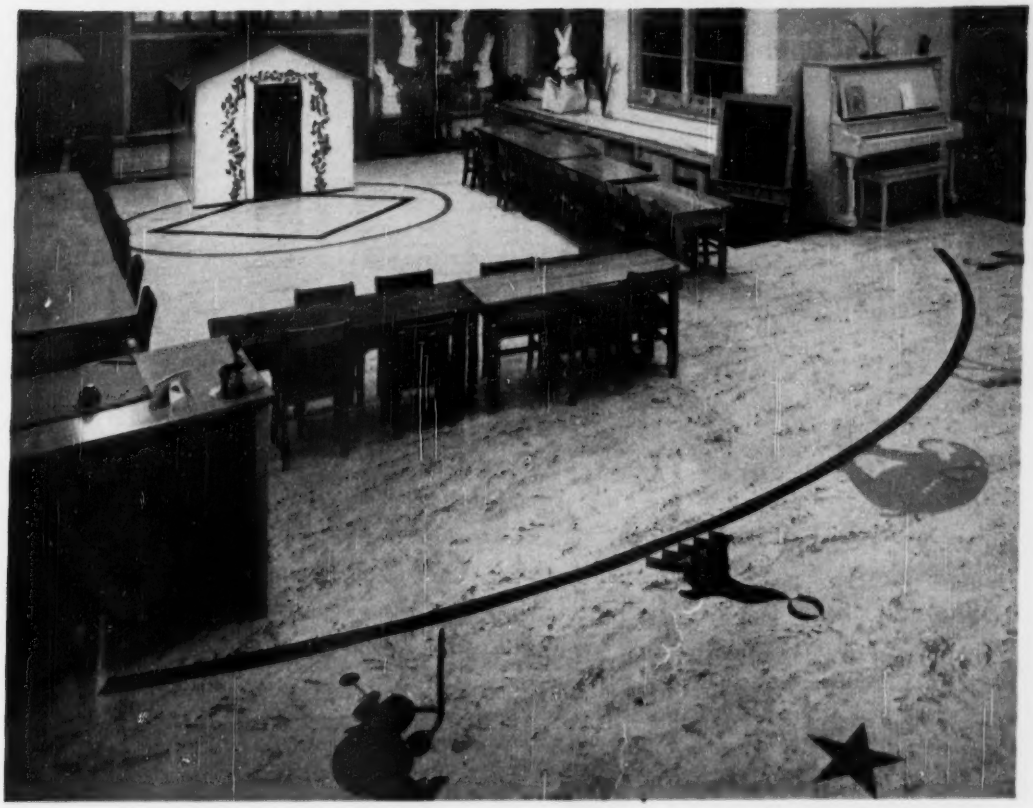
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time-tested ★ hygienic
superior no temporary fad

best color contrast
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meets brightness ratio requirements
achromatic best for color schemes

NATURAL SLATE BLACKBOARD CO.

PEN ARGYL, PA.

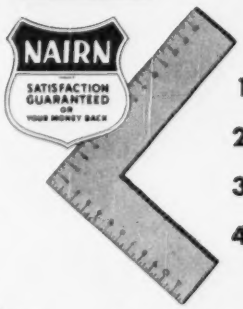
Floors can be educational, too...with the



This installation in the kindergarten of the Moccassin School, Buchanan, Mich., shows how the design flexibility of linoleum can be used to create an educational, special-purpose floor!

4-square Features of Nairn Linoleum!

Whether the keynote is history, geography, or any other subject, Nairn Linoleum installations can be easily designed to fit the educational theme. This smooth, resilient floor covering keeps maintenance problems at a minimum, too . . . insures long, trouble-free service. Made to withstand heavy foot traffic, it reduces noise and provides comfortable, foot-easy walking. No wonder schools all over the country are benefiting from the proved advantages of Nairn Linoleum —moderate in first cost, truly economical!



1. Long Life
2. Enduring Beauty
3. Easy Maintenance
4. True Resilience

NAIRN LINOLEUM for Floors and Walls

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For your requirements: Nairn Linoleum—Nairn Wall Linoleum—Nairn Asphalt Tile—Congoleum-Nairn Inc., Kearny, New Jersey

LOOK

for the extra values in BLAKESLEE kitchen machines!

STOP

. . . playing blindman's buff



See the difference in Blakeslee Kitchen Machines. Streamlined design means no dirt-catching corners and easy cleaning. Blakeslee Mixers give more thorough mixing . . . provide any speed—not just 3 or 4. Blakeslee No-Gear Peelers save space; save up to 20% of vegetables. Exclusive features of Blakeslee Dishwashing and Glasswashing Machines mean extra economy. Look for the advantages found only in Blakeslee Kitchen Machines.

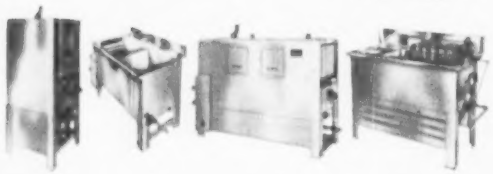
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SINCE BLAKESLEE BUILT KITCHEN MACHINES 1880





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Yes, actually in half — even though the price of Neverip Chalk Erasers is higher than some, our total cost at the season's end is far less. Why? Neverip offers better construction with better materials, to give longer wear.

CHECK these important points for only Neverip has *all* these Long-Life Features . . .

✓ ***Neverip*** **is the *only eraser* with one-piece back and sides. This exclusive construction forms a natural, cushioned, easy-to-hold grip.**

✓ ***Neverip*** **is Triple Sewed . . . five separate sewings in three directions give felts brushlike action, longer life.**

✓ **Patented, three piece back has hard felt liner reinforced with heavy canvas . . . *Neverip* can never curl or break.**

✓ **Highest quality erasing felt . . . and 25% more of it . . . absorbs chalk dust better, wears longer.**

The combination of these exclusive operations and superior material makes Neverip Erasers the most economical in any school. In constant use — and even abuse — Neverips stand up longer. *You'll save money by paying a little more for Neverip.*

Write today for free sample of Neverip Erasers and prove these claims for yourself. Ask for name of nearest supply house.

— Chalkboard Division —

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BECKLEY-CARDY COMPANY
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can you guess what this is?*



There are times when NO guess is good enough!

That's right! If you're going to get the best possible facilities for your laboratory or science-room budget, guesswork just won't do. • And if you're like 4 out of 5 school administrators responsible for laboratory planning, you'll eliminate guessing completely by consulting a *professional* laboratory equipment manufacturer. For the experience these *professional* manufacturers have gained equipping thousands of modern school laboratories will help you get better facilities at less cost. • You'll also learn that appreciable savings can be secured by having your laboratory equipment specifications separated from the specifications covering general construction, and by requesting competitive bids on this equipment *directly* from *professional* laboratory manufacturers. Yes, you'll save dollars and days by following these three simple, logical steps to better laboratory planning—**1.** Call in a *professional* manufacturer of laboratory equipment before final specifications are drawn up. **2.** Have the specifications covering laboratory equipment either separated from the general building specifications or, if made part of the general building specifications, have them included as a separate section to permit direct bidding to contractors or owner by *professional* laboratory equipment manufacturers. **3.** Secure prices on laboratory equipment directly from *professional* manufacturers of these materials.



IS THIS LABORATORY EQUIPMENT FOLDER IN YOUR FILES?

It was designed for you and contains a variety of authoritative information on laboratory planning. If you have not received a copy, write for yours today!

LABORATORY EQUIPMENT SECTION

SCIENTIFIC APPARATUS MAKERS' ASSOCIATION

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* Greatly enlarged photo of — that's right — a pencil sharpener!

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Ideal for teaching in classroom and studio



FULL VOLUME
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Teachers will welcome this big tone Gulbransen Minuet Studio piano for their classrooms. The choice of the nation's leading schools. Sturdily constructed, with a supreme musical quality. Equipped with genuine direct blow action (the action of dynamic repetition). This, combined with the latest type scientific scale construction, permits of longer string length (the No. 1 bass string is actually 44¾" long). The sound board is also larger, in fact, 18% more square inches than a 5' grand. Built by Gulbransen skilled craftsmen with 50 years' experience. Available in rich mahogany, walnut and white oak. Investigate its superior features when considering a new piano.

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Public Schools 27 pianos
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School Washroom Twins . . .



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Bobrick 12, Heavy Duty LIQUID SOAP Dispenser

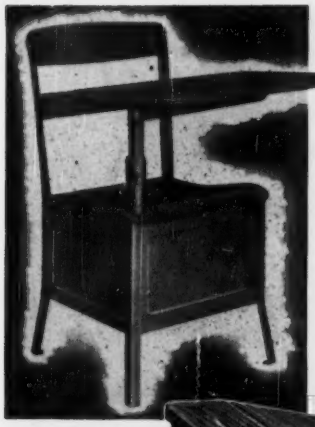
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These rugged washroom twin soap dispensers are virtually indestructible. Fabricated from highly polished Monel they can't rust or corrode. Their lifetime finish can't wear off.

For year 'round soap economy get Bobrick 47 Lather Dispenser. It's equipped with the famous Bobrick Lather Valve that *can cut your soap bill 66⅔%*. Holds more than quart of liquid soap. An unbreakable Lucite window tells when to refill. Concealed wall fastening and locked filler top positively guard against theft and tampering.

Bobrick 12 is identical with Bobrick 47, except for its liquid soap dispensing valve. Send for special brochure on Monel Dispensers and for General Catalogue No. 46b describing complete Bobrick line.

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Seven-ply hardwood top. Large underseat book compartment enclosed on three sides. Die-formed glider feet. Riveted and welded construction throughout.

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POSTURIZED
FOR CORRECT SITTING



No. 254 MOVABLE DESK

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No. 2142-4 Auditorium Chair, like all our chairs is available with plywood or upholstered seats and backs.



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BY



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DEVELOP COMMAND OF

Fundamental Processes?

ONE OF THE BASIC OBJECTIVES OF EDUCATION

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DEPT. 1055 PAN-AMERICAN BLDG.

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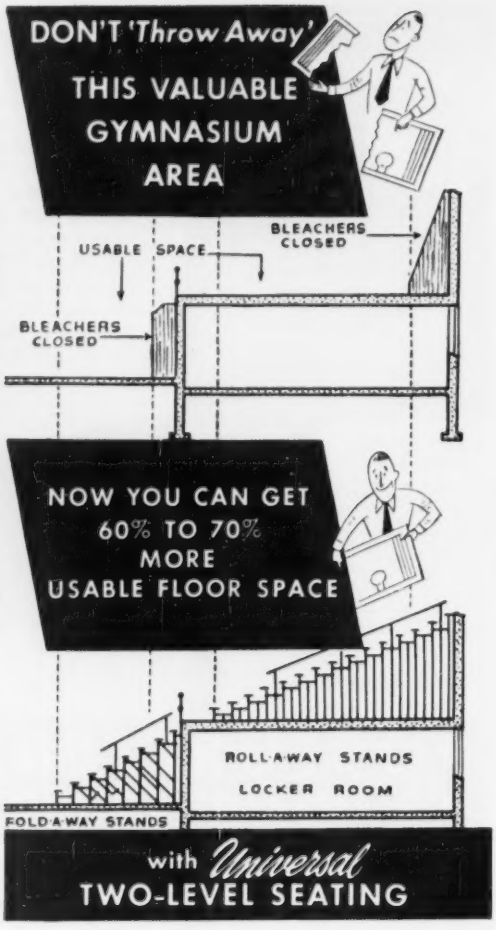
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Gentlemen: Please send me without any obligation on my part, a free copy of your new booklet, "Music, and the Basic Objectives of Education."

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School _____

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of two-level seating in large and small gymnasiums available without cost; also comprehensive studies of gymnasium seating by Harold R. Sleeper, F.A.I.A.

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Replaceable in Less Than 5 Minutes
All wearing parts of the Si-Flo are contained in this compact piston unit. Replacement of this unit constitutes a complete repair!

SI-FLO is the *original* quiet-operating flush valve. It gives *three* big advantages that make it the logical choice for economical installation and long service life in schools, hotels, hospitals, apartment houses and homes:

● IT WHISPERS—NEVER SHOUTS
Even under supply pressures as high as 100 lbs. per square inch, it remains quiet throughout long operating life. It does away with hammering, knocking, line throttling and closing noises that are embarrassing annoyances.

● IT'S EASILY INSTALLED
Adjustable threaded connection between valve body and stop lowers the cost of installation—permits $\frac{3}{8}$" plus or minus ($3\frac{1}{4}$" overall adjustment) against regular roughing-in of $4\frac{3}{4}$ inches.

● IT'S EASY TO SERVICE
The patented, long-wearing piston unit—the trouble-free heart of the valve—may be replaced—if necessary—in less than five minutes. No need to have this flush valve inoperative for hours.

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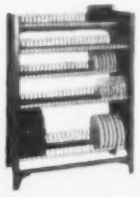
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OVER EIGHT MILLION IN USE!

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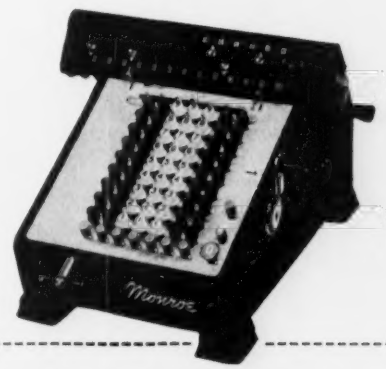
Not practical, obviously. Any more than trying to teach Office Machine Practice without the right equipment.

That's one big reason why, today, progressive teachers prefer to teach with Monroe Adding-Calculators—5 Educators and 1 electric model to a class. That number allows each student sufficient class time to really master business mathematics.

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The unique design of the Dudley master key makes it impossible to duplicate on commercial key cutting machines. You get extra security at no extra cost when you specify *Dudley Locks*.

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Master-Keyed P-570

Rotating dial combination padlock. Unique, pin tumbler key mechanism in satin-finish, cast aluminum case.

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SAVE FLOORS
SAVE MONEY
and TIME



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☆ Long Life ☆ Real Comfort
☆ Smart Appearance



and offer you —

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There are more Clarin steel folding chairs in institutional service than any other make

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"Health Adventures"

These nine slidefilms, 526 large, lighted pictures *in full color*, are organized to help later elementary and junior high school teachers present an effective health program. Each slidefilm consists of several units.

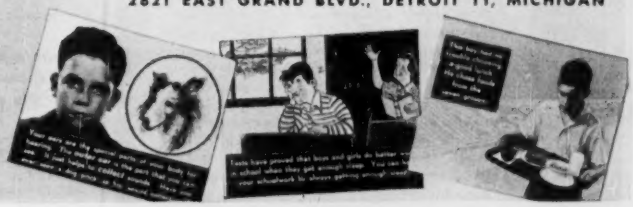
First, the purpose and function of the specific parts of the body are made clear. Then good health rules, made meaningful by this lucid understanding, are presented.

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The **JAM HANDY** *Organization*

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526 LIGHTED Color PICTURES



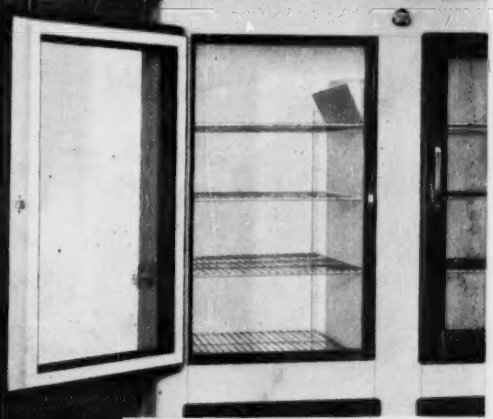
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- Weighs only 100 pounds

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ECONOMICAL
COMFORTABLE
DURABLE...



- Double-braced channel steel frame, welded and riveted.
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- Steel gliders or white rubber feet.
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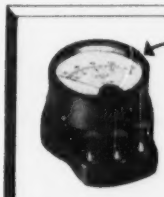
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METAL PRODUCTS • GREEN BAY • WISCONSIN

Weston

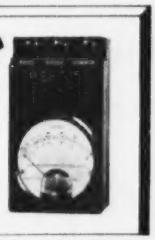
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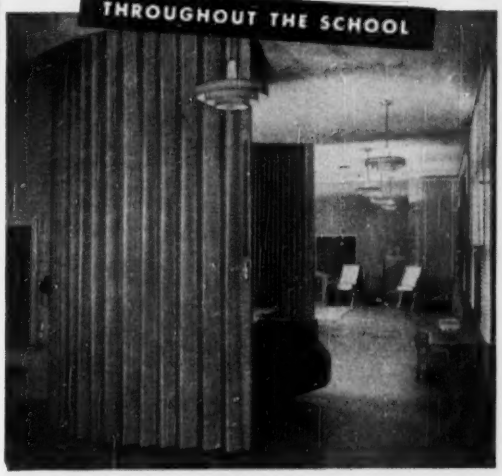
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change wasted space into Schoolrooms

IN BASEMENTS

IN LUNCHROOMS

THROUGHOUT THE SCHOOL



Do high building costs rule out much needed schoolrooms? Then, why not do as many school authorities do? Use "Modernfold" accordion-type doors to create schoolrooms out of little used space in basements, lunchrooms and other large areas at very little cost. These "movable walls" divide these areas into classrooms. Yet, if the area is required for the original use, "Modernfold" doors are quickly folded back.

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Gentlemen:

Send me your new folder, showing how to relieve crowded school conditions

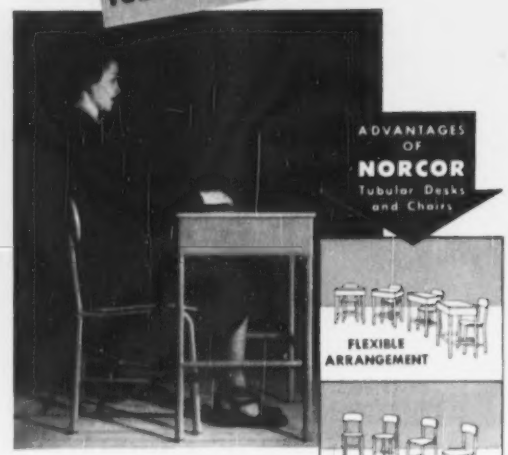
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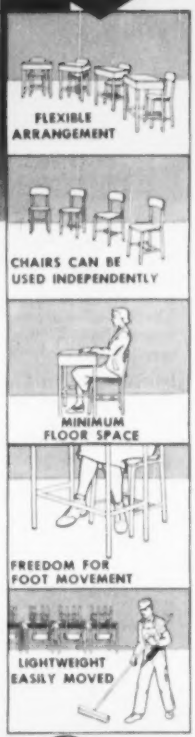
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COMFORT
and GOOD POSTURE go HAND-IN-HAND with
NORCOR
TUBULAR DESKS and CHAIRS



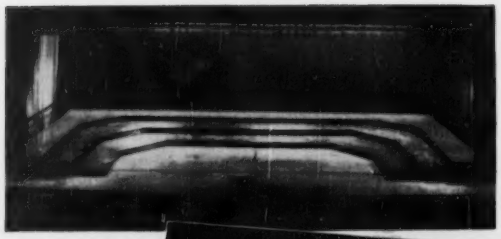


Growing bodies entrusted in your care need all the assistance you can give them to grow straight and strong. NORCOR Tubular Desks and Chairs are not only built to withstand the rigors of daily classroom use, but are also designed for good posture with comfort—so that pupils sit at ease and alert—receptive to the task at hand.

These sturdy units combine maximum strength with light weight, permitting flexible informal classroom seating arrangements, as well as ease of movement for floor cleaning purposes. They are built in a complete range of sizes.

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The NORCOR Line
Twenty Five Years of Good Seating!
NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN





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Add "Audience Appeal", assure better acoustics: better discipline: better direction. 3 or 4 elevations available. Sturdy, safe, easy to handle units with tubular steel folding legs . . . rigid when set up. Complete stand as shown in above pictures stores in a space 4' wide, 8' long and 6' high. You buy only as many units as you need to fit your requirements.

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A PERFECT *SEALER* FOR ASPHALT TILE

and other Flooring Materials

CHURCHILL'S VER-SEAL THE VERSATILE SEALER

THE Versatile SEALER

Developed especially for asphalt and rubber tile floors, but equally effective on other materials, Churchill's *Ver-Seal* is the positive answer to many a serious floor maintenance problem. It penetrates deeply, seals the pores, and dries to a hard, resilient finish. Unlike other sealers, it does not soften, damage or curl asphalt tile, and absolutely prevents color bleeding. In fact, crystal-clear *Ver-Seal renews and holds the original floor color* . . . forming an invisible protective surface, highly resistant to heavy foot traffic. It is also greaseproof . . . assuring complete protection of floors in kitchens, lunch rooms, cafeterias, etc.

Ver-Seal dries thoroughly, ready for use, in 20 minutes . . . and in just 12 hours it is ready for further treatment. This prevents traffic tie-ups during school hours and permits overnight refinishing of any floor whenever necessary. So don't wait. Investigate *Ver-Seal* today! Just call your Churchill distributor or representative, or write . . .

PRESERVES ORIGINAL COLOR— NO BLEED

REJUVENATES OLD FLOORS

DRIES TO HARD, RESILIENT FINISH, READY FOR USE IN 20 MINUTES—

FURTHER TREATMENT IN 12 HOURS

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GALESBURG, ILLINOIS
FOR SUPERIOR FLOOR AND BUILDING MAINTENANCE MATERIALS AND TOOLS

NATIONAL LOCK Built-In COMBINATION LOCKS . . .

signs of DEPENDABILITY *and* LONG LIFE *on the Lockers you buy*

You're assured the very finest when you select lockers equipped with National Lock built-in combination locks. Why? Because leading locker manufacturers know that these quality locks can't be beat for maximum durability, complete protection and convenience in use. They have other good reasons, too, for using National Lock built-in locks. Among these are three-number dialing . . . several thousand dial settings . . . attractive styling . . . automatic locking . . . easy visability . . . simplified control . . . and the fact they're time proven in thousands of schools, colleges and universities. Why not make these your reasons for specifying National Lock built-in locker locks?

National Lock shackle locks and laboratory and vocational locks are worthy of your serious consideration, too. Ask us about all these National Lock products.

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KYS-ITE *trays rate "A's" in every subject*

Your school's budget strained by rising maintenance costs? Ease the pressure with KYS-ITE Trays. KYS-ITE rates tops in every feature that spells economy and efficiency.

Judge for yourself. KYS-ITE Trays are:

- **Light yet strong** . . . easy to stack, handle, carry.
- **Permanently Attractive.** Their cheerful colors are *plastic-deep* . . . won't fade with age.
- **Durable.** Won't shatter . . . hard to mar or scratch.
- **Lustrous.** With beautifully smooth finish. One wipe and KYS-ITE's mirror-bright!
- **Safe, Easy to Clean.** Unaffected by sterilization in boiling water or dishwashing compounds.
- **Quiet.** Won't clatter, crash or bang.
- **Economical.** Lasts and looks better longer.

It'll pay you to get better acquainted with KYS-ITE.



Mail the coupon NOW for complete information on KYS-ITE Serving Trays and Tableware.

KYS-ITE Rectangular Trays come in a variety of sizes and colors . . . cheerful reds, blues, browns. Take your choice.

KEYES MOLDED PRODUCTS

Keyes famous "Meal-in-One" 3 Partition Plate holds meal and beverage. Ideal for youngsters — light and easily handled.



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Please send us information on KYS-ITE TABLEWARE ☐ KYS-ITE TRAYS ☐

Name
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Name of School
Address
City Zone State

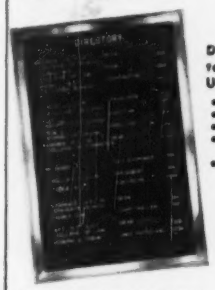
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Dav-Son Cork Back Bulletin Boards For Pinning Up Announcements, Photographs, Letters, etc.

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- With or Without Locking Glass Doors
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Dav-Son Changeable Letter Directories For Lobby, Office or Outdoor Use.

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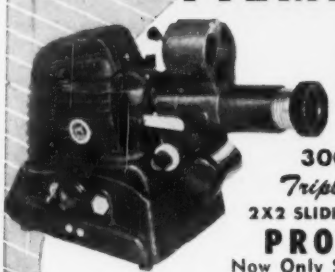
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BLOWER COOLED FILMATIC



300 WATT
Triple Purpose
2X2 SLIDE AND FILMSTRIP
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Now Only $76.75 Complete
CUSTOM LUGGAGE CASE $10.00

Silent Blower Cooling gives maximum protection to filmstrip or slides. Exclusive GoldE self-rewind. Receding aperture plates. Instant Framing. Choice of slide carriers. Available with coated Anastigmat lens. Modern, rugged, very stable. Light weight, easily portable.

Write for Filmatic Bulletin No. 452

GoldE Manufacturing Co. 1220-E WEST MADISON ST. CHICAGO 7, ILLINOIS

Checkerette

Portable Steel Coat Rack Accommodates 32

Goes anywhere. Is set up in a minute without bolts, units or tools. Holds 32 coats and hats on double hooks which can be instantly replaced with coat hangers. Stores like folding chair when not in use. Ideal for lunch rooms, class rooms, for holding laboratory or shop clothes, drying athletic gear, storing vestment, band uniforms, etc. (When shelf-bar is assembled at top position it takes longest garment bags.) Rigid in use. Welded steel, baked enamel finish.



Write for Circular CT 25



KEEP THE NOISES

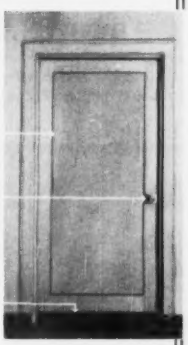
of the MUSIC DEPARTMENT and GYMNASIUM *Within* Their *OWN ROOMS*

Why disturb the rest of the school by diverting noises when it is so easy—and so economical—to isolate them! Many leading schools today are fitting the doorways to these noisy rooms with

RIVERBANK
Sound Insulating
DOORS

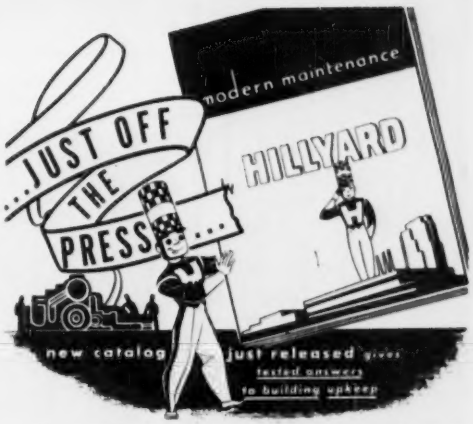
They Reduce sound transmission up to 80%

Ask your architect about Riverbank Doors. Plan to use them on all new buildings. Replace present doors with them. Easily installed by any carpenter.



Ask for bulletin 17 for details.

HARDWOOD PRODUCTS CORP.
FACTORY—NEENAH, WISC.
75 E. Wacker Dr., Chicago 1, Ill.
1101 Park Ave., New York, N. Y.



Here, compiled under one cover, is everything you want to know about floor treatments, building maintenance, sanitation, custodial training. MODERN MAINTENANCE, Hillyard's new catalog contains a gold-mine of practical guidance, latest information available, in the field of ceiling to floor maintenance.

This book was designed to HELP YOU plan a low-cost maintenance program—to keep your buildings in "better than ever" condition at all times. Destined to become a "bible" of the industry . . . MODERN MAINTENANCE by HILLYARD will prove to be a profitable reference.

Contains "how-to" guidance on every phase of building maintenance, floor treatment, sanitation

- . . . how to save 50% on cleaning costs
- . . . how to reduce slipping accidents in your building
- . . . how to select proper machines, equipment, to speed particular jobs.
- . . . how to keep down dust
- . . . how to remove paint and varnish without tedious sanding and scraping
- . . . how to refinish a gym for non-slip, no-glare play
- . . . how to protect your investment in expensive floor installations
- . . . how to treat wood floors for traffic safety
- . . . how to reline a basketball court
- . . . how to seal terrazzo and cement against water, dirt, traffic wear.

HANDLE WITH HILLYARD CARE!

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MAIL COUPON For your FREE COPY

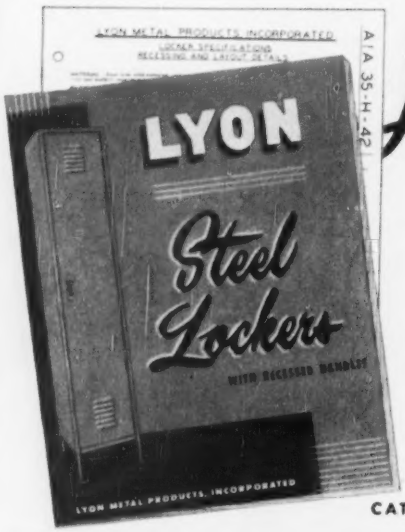
Dear Sirs: Please send me a copy of Hillyard's new catalog, "Modern Maintenance", just off the press. I understand there is no charge.

Name.....

Building Address.....

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What Do You Want To Know About *Lockers?*



Types Available ?
Construction Details ?
Special Features ?
Installation Data ?
Floor Plan Dimensions ?
Related Equipment ?
Cost Information ?

CATALOG 601

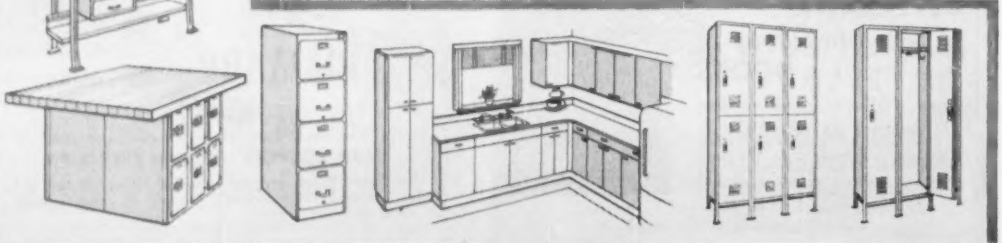
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LYON METAL PRODUCTS, INCORPORATED

General Offices: 1026 Monroe Avenue, Aurora, Illinois
Factories: AURORA, ILLINOIS • YORK, PENNSYLVANIA
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A PARTIAL LIST OF LYON PRODUCTS

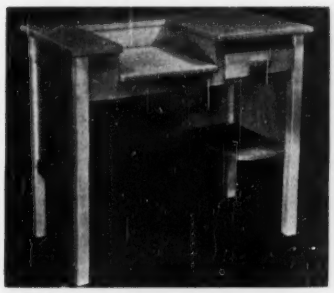
• Shelving	• Kitchen Cabinets	• Conveyors	• Economy Locker Racks	• Display Equipment	• Filing Cabinets	• Service Carts	• Tool Stands
• Lockers	• Cabinet Benches	• Bar Racks	• Flat Drawer Files	• Drawing Tables	• Folding Chairs	• Sorting Files	• Shop Boxes
• Stools	• Storage Cabinets	• Tool Boxes	• Toolroom Equipment	• Revolving Bins	• Work Benches	• Drawer Units	• Tool Trays
• Bin Units	• Welding Benches	• Parts Cases	• Wood Working Benches	• Hanging Cabinets	• Bench Drawers	• Hopper Bins	• Shop Desks

What's New FOR SCHOOLS

OCTOBER 1950 Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 168. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Typewriter Desk



A new type adjustable typewriter desk has recently been introduced especially for typing classrooms. The desk features an adjustable portion which allows the typewriter to be quickly moved and securely positioned to any height from 26 to 30 inches. The typewriter is raised or lowered by a removable handle.

The desk is made of all northern hardwoods and is available either in school brown or in golden birch finish. **Crown Institutional Equipment Co., Dept. NS, 218 S. Wabash Ave., Chicago 4. (Key No. 410)**

Fireproof Ceiling Construction

Screwlock is the name given to a new type fireproof metal furring channel designed for all types of suspended ceiling construction and for fastening all types of materials with screws. It is 2⅛ inches wide, thus meeting the requirements for joining acoustical tile or other material end to end or side by side. The Screwlock Hanger Clip attaches the channel to wood, steel or masonry supporting members and the Screwlock Coupling joins channel lengths. The channel is of 26 gauge metal, perforated with depressed openings formed to avoid flat spaces between them. This construction is designed to prevent screws being jarred loose due to vibration or shock of added loads or structural adjustments. Single acoustical tiles can be replaced without disturbing adjoining tiles.

The new channels can also be used for applying wall materials to hollow tile, concrete, brick or other wall construction material with fasteners especially designed for the purpose. Screwlock Metal Furring Channels are incombustible, thus giving added protection against fire. **Nailock Steel Div., The Sanymetal Products Co., Inc., Dept. NS, 1698 Urbana Rd., Cleveland 12, Ohio. (Key No. 411)**

Metal Washfountain Pedestals

All Bradley precast marble and stone Washfountains are now available with metal pedestals. The new pedestals are easier to handle because of their lighter weight and they give the fountains a new streamlined appearance. The pedestals are demountable, thus simplifying installation and maintenance. Internal



mechanism is easily accessible because of this feature. **Bradley Washfountain Co., Dept. NS, N. 22nd & W. Michigan Sts., Milwaukee 1, Wis. (Key No. 412)**

Liquid Duplicator

The new Wolber Copy-rite L-50M Liquid Duplicator is an economical machine for the rapid, simple production of clear, sharp copies of many types of material. The master drum-lock allows easy insertion of the master sheet, holds it securely and each turn of the handle produces a true copy, face up. The machine features visible fluid supply, automatic paper feed and re-set counter. It handles all paper stock from post card size to 9 by 14 inches. It has two tone gray enamel wrinkle finish and is so designed as to take up a minimum of space either in use or in storage. **Wolber Duplicator & Supply Co., Dept. NS, 1201 Cortland St., Chicago 14. (Key No. 413)**

Audiotape

Magnetic recording tape in 2500 foot rolls is now available on standard NAB aluminum hubs or on complete 10½ inch aluminum reels. This new Type 2551 plastic-base Audiotape is low in cost, has no splices in the entire roll and is supplied in a specially designed package to simplify handling and storage of the tape. The new package consists of an inner and outer container. One side of the inner container is provided with a fixed wooden hub-core which holds the tape hub firmly in place while in the package. The other side has a wide, rounded slot which can fit over the hub on the turntable of a recorder. Thus the tape can be set on the turntable without removing it from the container, after which the container is simply slid out from under the tape. **Audio Devices, Inc., Dept. NS, 444 Madison Ave., New York 22. (Key No. 414)**

Detector Kit

Designed for school physics classes, the new Knight "Scout" is a low-priced, portable radioactive ore detector in kit form. It is easily put together and the completed unit may be used for demonstration of radiation and for safety checks in radiation laboratories. The unit is compact and lightweight, is easily assembled and has an aluminum case fin-



ished in gray hammerloid. **Allied Radio Corp., Dept. NS, 833 W. Jackson Blvd., Chicago 7. (Key No. 415)**

Electri-conomy Typewriter



The new 1950 electric typewriter announced by Remington Rand is known as the Electri-conomy. Ten engineering improvements have been made in the new machine to assure efficient operation. Important are one-space tabulation, governor controlled tab-key carriage return for wide tabulations, faster space bar operation and key resistance reduced almost 50 per cent.

The new machine is streamlined with chip-resistant gray wrinkle finish and black plastic keys with injection molded characters that will not wear off. The black plastic operating levers and platen knob are designed to resist marking and staining. "Cushion-grip" rubber feet reduce machine sound and slippage. **Remington Rand Inc., Dept. NS, 315 Fourth Ave., New York 10. (Key No. 416)**

Stain Remover

Cup discoloration due to tea or coffee can now be reduced to a minimum with the use of "K.I.K.," a new oxygenated stain removing agent. Used in a hot water solution, "K.I.K." restores the natural color of dishes without injuring surfaces or imparting an odor and is said to be especially effective with plastic ware.

The effectiveness of the product is said to be due to its combination of a bleach with a wetting agent. It is available in 5 and 10 pound canisters and in 25, 50 and 100 pound fiber drums. Manufactured by Maid-Easy Cleansing Products Corp., "K.I.K." is distributed exclusively through **Parker D. Perry, Inc., Dept. NS, 729 Boylston St., Boston 16, Mass. (Key No. 417)**

Aluminum Stock Pot

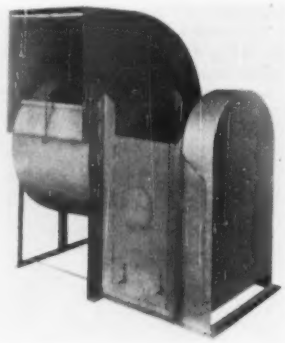
A new heavy duty aluminum stock pot featuring a faucet for drawing off individual servings has been added to the line of cooking utensils offered by Harlow C. Stahl Company. The new pot has a strainer incorporated for separating solids. It is equipped with strong stainless steel loop handles.

Made of commercial cold-spun aluminum which makes possible close control of bottom, wall and bead thickness, the pot is available in 9 sizes from 12 to 36 quart capacity. The extra heavy bottom absorbs heat more quickly and transfers it promptly while preventing scorching and burning of contents. There are no seams or creases to hold waste and the pot is easily cleaned. **Harlow C. Stahl Co., Dept. NS, 1375 E. Jefferson Ave., Detroit 7, Mich. (Key No. 418)**

Ventilating Set

The new usAIRco Vari-Flo control offers versatility and economy of installation and operating for the new utility ventilating set. The control is especially designed for the new model and permits easy, efficient adjustment of air volume over a large range. The addition of a belt guard makes the unit weatherproof for outdoor installation if desired.

The new unit is of simplified construction with fewer parts and reduced



maintenance problems. Sizes of the unit range from 800 cfm to 18000 cfm at various speeds and pressures. **United States Air Conditioning Corp., Dept. NS, 2654 Como Ave., St. Paul 8, Minn. (Key No. 419)**

Locker Rack

The new economy locker rack recently announced by Lyon Metal is designed to provide a practical clothes storage unit where floor space is limited and low cost is essential. It accommodates clothing of ten persons in minimum floor area with all compartments at medium heights. It is easily moved to any area and each door is equipped with built-in lock with two keys. Doors are hinged at the top so that they drop shut and when the doors are locked, the coat is secured through a chain which is locked with the door. Raised space keeps clothing and overshoes off the floor. **Lyon Metal Products, Inc., Dept. NS, Aurora, Ill. (Key No. 420)**

Automatic Fire Alarm

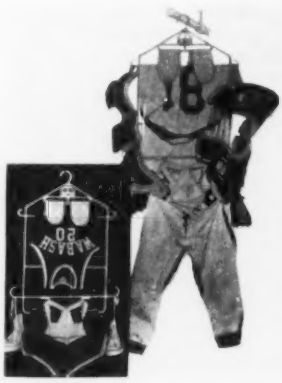
A penetrating, five minute warning is automatically sounded by the new Buffalo Fire Alarm when temperature reaches 135 degrees. The alarm requires no electricity or maintenance, is simply installed and self-contained. It is an automatic wind-up unit which gives instant positive warning at the outbreak of a fire. Special heat fuses are available if temperature limits other than 135 degrees are desired.

The wind-up mechanism is rustproof and stays energized until excessive temperature releases the heat-sensitive fuse or until the fuse is unscrewed slightly to check the alarm. The unit can be quickly mounted on the ceiling or wall and is designed for indefinite service. If the alarm has sounded due to a fire, a new fuse is easily inserted, the mechanism rewound and the alarm is ready for the next emergency. **Buffalo Fire Appliance Corp., Dept. NS, Dayton 1, Ohio. (Key No. 421)**

Athletic Equipment Hanger

Saving of space in storage, longer life for uniforms and elimination of equipment mix-ups are some of the features claimed for the All-American Uniform Hanger recently introduced. The hanger is ruggedly constructed of extra heavy steel rod electrically welded into a strong integral unit. The hot-dip tinned finish is designed to protect against rust or the corrosive action of perspiration. The hanger accommodates one player's equipment as a unit, thus facilitating handling and distribution.

The hanger is designed for quick drying of equipment, thus lengthening life of uniforms and reducing the possibility of players getting into damp equipment. The compact hanger is designed to accommodate all equipment for football,



basketball or baseball for one player. **American Playground Device Co., Dept. NS, Anderson, Ind. (Key No. 422)**

Vitachrome Flooring

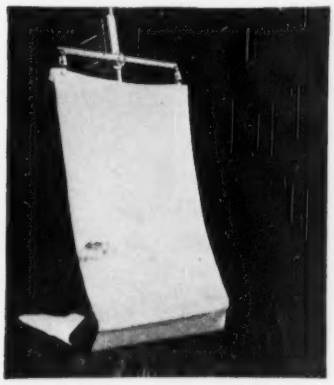
A new line of resilient tile flooring has recently been introduced under the name Vitachrome. It is a grease resistant, plastic-asbestos, resilient tile designed especially for use in cafeterias, kitchens and other food serving areas since it is not affected by animal and vegetable fats and has high resistance to alkali. Vitachrome is available in a wide variety of sizes and in 10 marbleized colors and 5 plain colors designed for feature strip and accent purposes. **The Tile-Tex Division, The Flintkote Co., Dept. NS, Chicago Heights, Ill. (Key No. 423)**

Improved Duplicating Stencil

The protective film on the Frankel duplicating stencil is now perforated so that it can be removed below the glue line, thus keeping cut stencils safely covered and permitting their filing. Known as the Klean Write perforated stencil, the product is designed to simplify stencil handling. **Frankel Carbon & Ribbon Co., Dept. NS, 1716 Arapahoe St., Denver 2, Colo. (Key No. 424)**

Cloclamp Floor Cleaner

A new development in scientific floor maintenance is offered in the Cloclamp, designed to brush up the fine dust, dirt and soot which settle on exposed areas. Made of light weight aluminum, the Cloclamp is designed for use with an ordinary push-broom. A damp cloth is placed under the push-broom, the Cloclamp is slipped over the broom handle by squeezing the lever to release the friction grip, and slid down to the desired position. The folded edge of cloth is fastened in the two small clips and the broom is ready for use. By compressing the lever handle, the portion of the

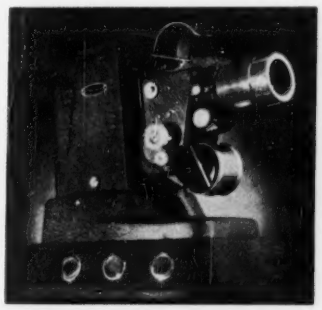


cloth under the broom handle is moved back and a clean area is in position ready for use. When the entire cloth has been used, it can be reversed and used on the other side. Dust-free cleanliness is ensured when the Cloclamp technic is properly employed. **Walter G. Legge Co., Inc., Dept. NS, 101 Park Ave., New York 17. (Key No. 425)**

Standard 500C Projector

A combination filmstrip and slide projector is offered in the new Standard 500C. It is designed to provide sharp, clear filmstrip pictures on the screen in a modern coordinated classroom. It has 500 watt illumination, forced air cooling to prolong the full brilliance of the lamp over a long period of time, directed push-in threading and a push-in power cord receiver built into a fitted carrying case.

A built-in mechanical pointer is another feature of the new unit. The pointer can be used while operating the projector and permits the teacher to indicate pertinent parts of the projected picture without obstructing the students' view. Change-over to 2 by 2 inch slides



or double frame filmstrips is accomplished in a matter of seconds. The filmstrip power rewind and cleaner cleans and rewinds the filmstrip without marking and quick inspection can be made as the filmstrip rewinds. **Jack C. Coffey Co., Dept. NS, 205 W. Wacker Drive, Chicago 6. (Key No. 426)**

Portable Popcorn Stand

Outdoor sports and other school events as well as those held indoors can be served by the new portable popcorn stand with an electric heating unit. It is designed with ample storage space for boxes, seasoning, popped and unpopped corn. Ball bearing wheels with semi-pneumatic tires and the light, sturdy, all-aluminum construction make the stand easily mobile for transportation to any part of the building or field desired. The machine is furnished complete with 12 quart popper and is also available with a gasoline heating unit. **Concession Supply Co., Dept. NS, 3916 Secor, Toledo 13, Ohio. (Key No. 427)**

Steel Portable Grandstand



Grandstand comfort is combined with portability and economy in the new patented Model "8" steel portable grandstand recently added to the Hussey line. The new Model "8" provides extra room between rows, footboards above the stringers and the patented construction is designed to permit unusually quick erection or dismantling of the stands. Built of high strength steel, the stands are designed for safety under any load and for indefinite use. They are available in 6, 10 and 15 tier sections with other sizes available to order. **Hussey Mfg. Co., Inc., Dept. NS, North Berwick, Me. (Key No. 428)**

Speedy Binder

A quick, easy, economical way to keep paper covered pamphlets from being mutilated is offered in the new Speedy Binder. It consists of smooth finish, light green, durable Pressboard covers with dark green binding cloth covering a hinge strip made of a special material for easy stapling. The pamphlet is placed between the binder covers and stapled. Thus it is ready for immediate use and is protected during repeated handling. The Speedy Binders are supplied in all standard sizes and will hold pamphlets up to $\frac{3}{8}$ inch in thickness. **Gaylord Bros., Inc., Dept. NS, Syracuse 1, N.Y. (Key No. 429)**

Rewind Units

Improvements in PD-1 and PD-2 electric rewind units for fast, efficient film handling include a cooling fan incorporated in the motor assembly, thus reducing motor temperature rise and increasing power output. Extra heavy duty wiring has also been installed in the new units and an improved foot rheostat is used. Foot control can be preset for any desired maximum rewind speed and it can be installed in a permanent location. By placing the foot pedal directly over the rheostat housing, all tendency for the control unit to creep during use has been eliminated. The rheostat is so designed that knee control may be used if desired. **Neumade Products Corp., Dept. NS, 330 W. 42nd St., New York 18. (Key No. 430)**

"Private" Office Unit



"Private" offices can be provided in open areas through the use of a functional unit developed by E. I. du Pont de Nemours and Company, Inc., which has granted royalty-free, non-exclusive licenses to seven companies to manufacture the unit.

A new type of functional furniture is built into a complete working unit which carries its own partition for privacy. The unit was designed and developed by the Engineering Department of the Du Pont Company as a result of lengthy studies of how men work at their desks and the original units were built for the company's own use. Because of the interest created, the company decided to make the designs and manufacturing rights available to established furniture manufacturers.

The basic element in the system is an L-shaped desk with partition attached. This arrangement, with a desk-height file as part of the unit, provides working area equivalent to the conventional desk and table unit. Shelves can be added for books and if filing space is needed it can be added as the unit is flexible. Partitions may be of glass, plywood or acoustically treated material, are 6 to 7 feet high and run any desired length. Thus partitions can be moved simply by moving the desk unit. The concerns licensed to make the unit are: **Arnot & Co., Inc., Baltimore, Md.; Art Metal Construction Co., Jamestown, N. Y.; The General Fireproofing Co., Youngstown, Ohio; The Globe-Wernicke Co., Cincinnati, Ohio; Gunn Furniture Co., Grand Rapids, Mich.; Korda Associates, New York City, and Remington Rand, Inc., 315 Fourth Ave., New York 10. (Key No. 431)**

Stereo-Realist Projector

Third dimensional projection of Stereo-Realist slides is now possible with the new Stereo-Realist projector. It permits the viewing of regular Stereo-Realist slides on special metallic screens. The special cooling system affords maximum slide protection as the metallic surface next to the lamp remains cool even after hours of use. The unit for large screen educational use will utilize two 750 watt or 1000 watt lamps. The simplicity of the controls in the new projector makes possible fast, smooth, accurate adjustments and the design assures accurate alignment of the slides. The projector can be easily converted to the projection of conventional color slides if desired.

The unit is compact, finished in semi-gloss, baked enamel, with front and rear castings in wrinkled black and polished metal finish. **David White Co. Inc., Dept. NS, 314 W. Court, Milwaukee 12, Wis. (Key No. 432)**

Miniature Traffic Light

The Traffic Light Instructor is an exact duplicate of standard traffic signals in miniature for use in elementary schools for teaching. It is also useful in professional driver training courses in high school. The device facilitates true simulation of actual traffic conditions.

The miniature light is constructed of all metal with green baked enamel finish, has shatterproof plastic lenses and



a heavy base to prevent damage. It comes ready to plug into any 110 volt AC outlet receptacle. Two models are available to duplicate standard or special operating cycles. **School Safety Light Corp., Dept. NS, 214 Schofield Bldg., Cleveland 15, Ohio. (Key No. 433)**

Insect Control

The new Vaposector-Mistorizer combination for insect control features an improved 25 ounce AC-DC electric Mistorizer sprayer, adaptable to either area-fogging or direct contact use, and West's Vaposector insecticide. The new portable Mistorizer dispenses one ounce of insecticide per minute when used for fogging and one and one half ounces a minute for contact spraying. A simple nozzle adjustment makes the change from fogging to contact spraying. Vaposector fluid is an effective, quick-acting insecticide which involves no danger of contamination or staining when used as directed. **West Disinfecting Co., Inc., Dept. NS, 42-16 West St., Long Island City 1, N.Y. (Key No. 434)**

Two-Way Intercommunicator

The Vocatron is a two-way intercommunication system which operates over ordinary lighting or power circuits already existing in a building. The CC-1 model Vocatrons are all master units in that any unit can either receive or initiate a call. The units are sold in pairs, but more than two can be used on the same installation although any call initiated at a given point can be heard on all other units.

The Vocatron system is inexpensive and may be used wherever needed as it simply plugs into any regular 110 volt AC or DC light socket and is ready immediately to speak or listen to any other Vocatron set within a reasonable radius that is tuned in to the same frequency and on the same electrical circuit. The Vocatron is not a radio and uses about as much current as a medium-sized electric light bulb. Each unit weighs only four pounds and is 6¾ inches long. It has many applications for intercommunication between offices, departments, classrooms and in other areas. **Vocaline Company of America, Inc., Dept. NS, Old Saybrook, Conn. (Key No. 435)**

Tape Recorder

A custom carrying case is now a part of the basic Berlant Concertone Magnetic Tape Recorder No. 401. Thus the recording and playback unit is completely portable. It has a built-in monitoring amplifier and has an 8 inch high fidelity speaker mounted in the detachable cover.

The new unit complies with NAB standards and features instantaneous monitoring from the tape while recording, separate heads for high frequency erase, record and playback, forward and reverse high speed rewind, 3 dynamically balanced motors, record level indicator, and choice of 7.5 or 15 inch per second tape speed. Either standard 7 inch or NAB 10½ inch reels may



be used. **Berlant Associates, Dept. NS, 4917 Jefferson Blvd., Los Angeles 16, Calif. (Key No. 436)**

Product Literature

• The advantages of flat slab type construction are discussed in a bulletin recently issued by the Smooth Ceilings System, 802 Metropolitan Life Bldg., Minneapolis 1, Minn. Charts and diagrams illustrating this type of construction are included in the bulletin as well as a table of design data and a table of comparative strength and stiffness of **Smooth Ceilings System floors. (Key No. 437)**

• A comprehensive discussion of **"Duplicators and Supplies for Every Duplicating Process"** is presented in the new Catalog 50, "Heyer Quality Products," published by The Heyer Corp., 1850 S. Kostner Ave., Chicago 23. Fully indexed, with marginal subject tabs for quick reference, the catalog presents educational information on the topic of duplicating by stencil, spirit or gelatin process, and gives full data on the full line of equipment and supplies offered by the company, including the new portable addresser recently introduced. **(Key No. 438)**

• Ideas and suggestions on modern pool layouts together with complete details on the correct drainage fittings to be used in the construction of new pools or the remodeling of old pools are given in a new 32 page **Swimming Pool Drainage Products Manual SP-3** published by Josam Mfg. Co., 1302 Ontario, Cleveland 13, Ohio. In addition to the material on pools, the manual gives full details on foot baths, shower rooms, interceptors, shower mixing valves and other accessories and presents 13 pages of drawings of typical designs for pools. **(Key No. 439)**

• Problems involved in the flexible division of interior space are discussed and solutions offered in the **Mills Movable Metal Walls Catalog No. 50** recently issued by The Mills Company, 975 Wayside Rd., Cleveland 10, Ohio. The book presents a clear exposition of the many advantages of movable walls, their structural stability, architectural design, adaptability to changing space needs, soundproofing, low maintenance requirements and other points. The catalog is fully illustrated with photographs, diagrammatic drawings and charts and contains specification data. **(Key No. 440)**

• **"T & T Gummed Paper Letters, Figures and Symbols"** are illustrated and described in a new catalog issued by the Tablet & Ticket Co., 1021 W. Adams St., Chicago 7. Information on these gummed cut-outs and their use for signs, graphs and other purposes is given together with data on their packaging. The letters and numbers should prove useful in teaching. **(Key No. 441)**

• Full details on the new improved **American DeLuxe Floor Maintenance Machine** manufactured by the American Floor Surfacing Machine Co., 546 S. St. Clair St., Toledo 3, Ohio, are given in a new 4 page folder recently received. The new features of the machine, which is designed for dry or wet cleaning and maintenance operations on a variety of floors, are discussed. **(Key No. 442)**

• The Educational Service of the General Motors Corporation, General Motors Bldg., Detroit 2, Mich., has issued a folder listing the educational **"Booklets, Charts and Films"** available from the company. **(Key No. 443)**

• An attractive, illustrated folder on **"Michaels Bronze Plaques"** has been published by The Michaels Art Bronze Company, Inc., 231 Court Ave., Covington, Ky. The various types of memorials, building plaques, honor rolls and name plates available from the company are illustrated and described. **(Key No. 444)**

• The new edition of **S.V.E.'s Social Studies Catalog** includes color slides on geography, travel, history and social sciences. It is compiled from the library of over 20,000 Kodachrome slides available from Society for Visual Education, Inc., 1345 W. Diversey Pkwy., Chicago 14. **(Key No. 445)**

• A new, free, school-shop publication, **"The Power Tool Instructor,"** is being published by the Delta Power Tool Div., Rockwell Mfg. Co., 600 E. Vienna Ave., Milwaukee 1, Wis. The publication is designed "to show actual school-shop installations which may give useful ideas in planning a new shop or modernizing the present one." The publication will be directed especially toward instructors and shop planners and the first issue appeared September-October 1950. It will be published four times a year. **(Key No. 446)**

• The Seventh Annual Edition of the **Elementary Teachers Guide to Free Curriculum Materials** is now available from Educators Progress Service, Randolph, Wis. Like earlier editions, this one sells at $4.50 per copy. **(Key No. 447)**

Film Releases

"Art and Life in Italy," 16 mm. sound, 1 reel, black and white or color. "Our Basic Civil Rights," 16 mm. sound, 1¼ reels, black and white or color. **Coronet Films, Dept. NS, Coronet Bldg., Chicago 1. (Key No. 448)**

"Creation of a Portrait," painting by Abel G. Warshawsky, 1 reel, color. "The Human Body—Series Two," 8 new filmstrips covering "Mechanisms of Breathing," "Control of Body Temperature," "Work of the Kidneys," "Posture and Exercise," "Nervous System," "Ears and Hearing," "Endocrine Glands" and "Heredity." **Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 449)**

"Rodin," 16 mm. sound, 24 min., and "Composers in Clay," 16 mm., covering work of 15 sculptors, both written by Joan Thomas Elting under supervision of Malvina Hoffman. **World Film Associates Inc., Dept. NS, 1 E. 57th St., New York 22. (Key No. 450)**

"Elements of Design: Composition," fourth of a series of 1 reel, sound teaching films on design. "The Library," series of 6 black and white filmstrips designed to promote better study habits and wiser use of the library and its facilities. "Mother Duck's Surprise," 1 reel, sound. "Speech: Function of Gestures," third in speech series. "Thunder and Lightning" and "The Sun's Family," elementary science series. "Shape," "Light and Shade" and "Composition," Elements of Design series. **Young America Films, Inc., Dept. NS, 18 E. 41st St., New York 17. (Key No. 451)**

Suppliers' News

Excel Metal Cabinet Co., Inc., manufacturer of metal cabinets, announces removal of its offices from 101 Park Ave., New York, to **122 E. 42nd St., New York 17.**

Maple Flooring Manufacturers Assn., 46 Washington Blvd., Oshkosh, Wis., a national organization of Northern Hardwood Flooring manufacturers, announces that headquarters and offices of the association, after October 1, 1950, will be located at **35 E. Wacker Drive, Chicago 1.**

The National Radiator Co., Johnstown, Pa., manufacturer of boilers, radiators, convectors, baseboard radiation and heating accessories, announces the opening of a new Pacific branch sales office at **681 Market St., San Francisco, Calif.,** to serve the West Coast area. The new office will be in charge of **Robert E. Daly.**

Irving S. Grombacher, 47, President of **Royal Metal Mfg. Co., 175 N. Michigan Ave., Chicago 1,** and prominent in the field of metal furniture manufacture, died August 2 after a brief illness.

The Superior Electric Co., Bristol, Conn., manufacturer of Powerstat variable transformers, voltage regulators and light dimming equipment, announces the opening of a new office at **1940 E. 6th St., Cleveland, Ohio,** which will be headed by **Harold W. Lorenson.**



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